

# National Parent-Teacher

THE P.T.A. MAGAZINE



December 1953

# Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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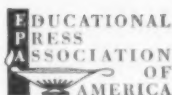
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# National Parent-Teacher

THE P.T.A. MAGAZINE

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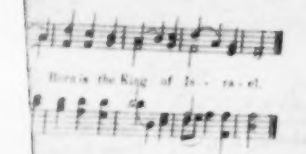
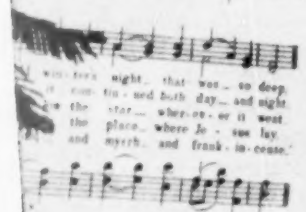
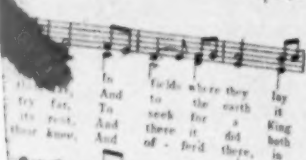
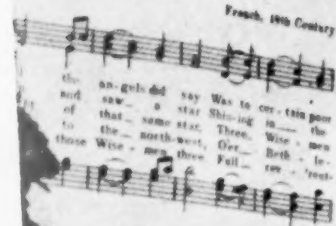
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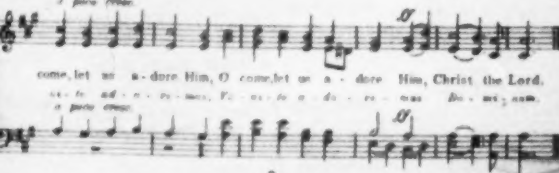
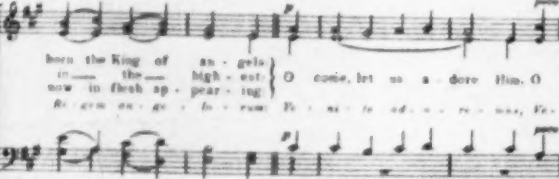
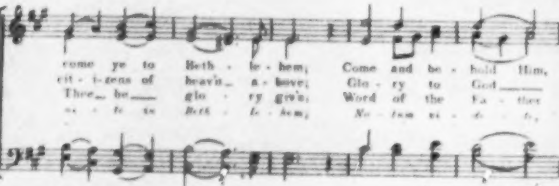
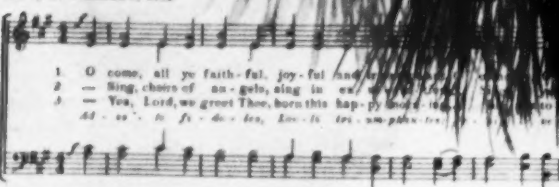
# The First Noel

French, 16th Century



# O Come, All Ye Faithful

Latin Hymn, 17th Century  
Tx by F. OAKLEY, 1943







## *The President's Message*

# Time and uletide

As we grow older time seems to hurry along faster and faster, to speed up till we begrudge its passing. We see about us much that is still undone, and we sense that there isn't enough time for all we want to do. But unable to slow down the clock or the calendar, we try to make the most of every moment.

Reluctant as we are to see the years slip by, there is one day we always look forward to, one day that can't come too soon, a day we always wish were coming tomorrow. And that day is Christmas.

Christmas is one of the holiest and happiest of all days. It belongs to the family, to children, to the Lord. It is a day on which all of us try to shed our worries and frustrations and lose ourselves in the joy and reverence of the Yuletide.

I'm not going to say that I wish we could keep the high elation of this holiday throughout the year because Christmas has a very special significance. Yet on this day we should fill ourselves with so much love and brotherhood that there ought to be enough to last us the rest of the year.

FOR CHRISTMAS reminds us as no other day that we have the eternal values by which to live. It should remind us also of our individual responsibility to come closer in deed and thought to the magnificent

words that make up the message and the brightness of Christmas. That message was meant for all mankind. Its substance, its rightness, its goodness, its decency, its all-encompassing humanity—all are blended into the parent-teacher movement. Without it we could never have achieved the progress we have made. Without it we could never feel so keenly the urgent need to do better tomorrow than we have done today. In the true spirit of Christmas, we of the parent-teacher movement look ahead and resolve to work together with a will, that in our community, our nation, our world children can grow up healthy in body and mind and strong in faith.

To parent-teacher members who have dedicated themselves to the noblest ideals of mankind, I send my heartfelt wishes for the happiest of all Christmases, and I join you in the prayer that the year ahead may be a peaceful and a prosperous one throughout the world.

*Lucille P. Leonard*

*President, National Congress of Parents and Teachers*



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Donald A. Bloch, M.D.

As Told to Edith M. Stern

PARENTS today have rightly turned their backs on the old stern, arbitrary type of discipline that enforced continual obedience from a child. But too many of them have grasped only one idea from recent discoveries about children's growth and guidance. That is the idea of letting a child do what he wants to do so he won't be inhibited. In a grim, deliberate effort to save the little ones from frustration—a fate considered worse than death—they submit without protest to such annoyances as letting small children get into their hair (literally), clamber over furniture, and rifle handbags. Statements like "It's time to go to bed" or "That's enough dessert" are delivered timidly rather than in a matter-of-fact fashion, becoming takeoffs for discussions in which small fry marshal arguments about why it isn't time or why it isn't enough.

As a child psychiatrist I am strongly opposed to frustrating children. But the catch is this: Children do not become nearly as thwarted by controls suited to their age and to the occasion as they do through lack of the right kind of direction and discipline. I do not advocate putting Ming vases and a hammer

in the baby's play pen, but I do maintain that a three-year-old can begin to learn that he may not go near certain fragile objects in the living room, rather than for the parents to keep the room forever stripped like a barracks so that they will never need to say "Don't touch."

To develop self-confidence, children need the warm-hearted support and backing of those who love them, but it is a mistake to supply these in a dream world where there are never any disappointments. Complete shielding from minor disappointments that are inevitable deprives a child of one important way we all need to build character—through developing our ability to meet those disappointments.

It is nonsense to assume that imposing adult standards of behavior on a child will inevitably cramp his style. Actually, children depend on adults for ideas. Most youngsters are happy to accede to the wishes of parents who are fair, gentle, and loving—except, let us say, when self-esteem is endangered, as when an eight-year-old boy is asked to wash dishes at an hour all his friends are playing outside or when a teen-age girl, alone in her crowd, is forbidden to use lipstick.

Every parent has very definite ideas of how his children should behave. Whether or not these stand-



# "Don't"

ards are made explicit, youngsters are bound to be aware of them. For example, four-year-old Junior asks Mother if he may explore her desk. If he's reached the stage of asking permission he's also reached the stage where he can accept a straight "No." If she says "Oh, all right," in a tense, exasperated tone, Junior is confused because her voice betrays the fact that she doesn't really want him to. Hearing sanction yet sensing objections, Junior doesn't know where he stands. Despite the fleeting disappointment that might follow his mother's direct refusal, he would be much better off if she stated clearly, "Desks are for grownups, and I don't want you to get into mine."

Similarly it is not good for bright high-schooler Bob to be told over and over by his lawyer father, "You may go into any line of work you like. I won't care if you decide to be a porter or a window cleaner!" Of course Dad cares. He shows it by his delight when Bob gets good marks at school and his desolation when Bob flunks, which Bob does frequently to see whether Dad really means what he says. True, a child can be badly damaged emotionally when his parents set goals that he cannot possibly attain, but he can also be hurt by a hypocritical bending-over-backward to set no goals at all.

## When Firmness Is a Favor

Another by-product of undirected behavior is a confused state of mind. Even a familiar, everyday act like going to bed, if not consistently regulated, can become a dilemma to a child. He is weary but does not want to miss any fun. A firm "Up you go," which a child knows is *meant*, comfortably solves the problem he can't solve for himself.

The ironic thing about overpermissiveness in rearing children is the fact that *we* don't set up complete freedom of action as an ideal for ourselves; *we* don't advocate anarchy as a way of life. After all, though

we adults chafe against speed limits and other laws, we defend them and would feel insecure without them to guide us. Caught in a crossroads driving snarl, we wish fervently for a traffic cop to tell us what to do. A small child has to depend upon the decisiveness of an adult to keep himself in hand. Practically every normal child, at one time or another, will scream "I'll kill you!" hitting out at his mother or father. He is not only enraged but, because he comprehends neither his limitations nor the difference between words and acts, he is terribly afraid of where his rage may lead. He is really hoping for a traffic cop to get him out of this emotional tangle.

There are three ways in which to handle such a situation, two of them wrong:

If you give the youngster a whack or shout back excitedly "Don't you dare talk to me like that!" you increase his fear and guilt by showing that you too are unable to control your emotions. If you divert him by using never-check-self-expression methods or ignore the outburst or cajole or bribe him into calming down, he misses out on learning the limits of acceptable behavior. More important, he gets such an exaggerated sense of his power that he is more scared and guilty than ever at being such a dangerous character.

Instead if you calmly say something like "I'm sorry you feel that way, but I won't let you hit me; now tell me what you're so angry about," you discipline wisely and well. You show him that he is not all-powerful, because you have not withered under his fury, and you set a line beyond which he may not go. Kindly and strong, respecting his right to have feelings but firmly disapproving of the way he acts, far from "frustrating" him you bring him enormous relief.

Both love and direction had been missing in the life of a delinquent boy I treated while I was staff psychiatrist at the National Training School. When he was seven he had announced, suitcase in hand, "I'm going to run away." His mother had merely remarked, "Go ahead." She didn't really love him, he felt; she didn't care what he did. The incident is unhappily typical. When a child threatens to leave home he is really pleading "Stop me! You don't love me enough to stop me!" Occasionally, to be sure, a parent's casual reaction to a runaway threat takes the wind out of a child's sails, but the dangerous forlorn feeling persists in his mind.

A sense of steady guidance tells children that they are precious objects, that they are loved—and they boast about it. The other day I overheard Mary and Jeanne, two little girls in my neighborhood. Mary asked, "Does *your* mother let you play in the middle of the street?" "She never says anything," Jeanne answered almost apologetically. "Well, *mine* won't let me," Mary told her. Then she added with



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obvious pride, "She's afraid I might get run over."

Adolescents, although they would be the last to admit it, also crave a measure of adult control. A fifteen-year-old girl patient of mine discovered, during our talks, why of her own accord she had suddenly begun calling her lax, disinterested parents "Sir" and "Ma'am." Ashamed of herself for letting too many boys kiss her, "I was worried about how far I might go," she explained. "So I hoped that if I were more formal with Dad and Mom they would begin making more rules for me." And it's a striking fact that teen-agers, in their clubs and societies, usually make far more elaborate regulations for themselves than adults would tend to make for them.

Another way adult authority bolsters children is that often it bails them out of situations from which they can't escape alone without losing face. If a grownup comes along and *makes* two fighting youngsters quit, for instance, neither one has the disgrace of losing. When I was a boy in New Jersey I used to climb the Palisades, and more than once I got myself into a spot from which I couldn't go higher without fright or descend without ignominy. I made a great show of objecting when my father finally forbade Palisade climbing, but his ban was welcome.

Children are not born with a sense of right and wrong. It is something gradually absorbed as one grows up until, as a full-fledged adult conscience, it becomes an automatic inner signal that regulates behavior. Up to the time that the young can think for themselves they need someone to provide a conscience for them, just as they need to be provided with food and shelter. The child will become a more agreeable, likable person if, long before the age when he is able to grasp such abstractions as justice and fair play, his mother tells him, for example, to

get off the swing and give Johnny a chance at it.

In their zeal never to prohibit or inhibit, in their frenzied desire to make life for their children easier and more pleasant, some parents actually make it harder. If a child gets explicit instructions about what to do when his parents have company, he is poised in the assurance that he's doing what is expected. He enjoys greeting the grownups and passing refreshments, and in due time he enjoys their departing. A child given no idea how to behave in such situations is confused and unhappy and a pest to the family and guests. Reasonable rules, which include wholehearted go-aheads as well as explicit hold-backs, are more like guidelines than strait jackets.

### The Comfort of Conformity

This goes even for matters of dress. However persistently teen-agers wear begrimed dungarees among themselves, suitable dress should be required at their parents' parties. Whether they know it or not, they are psychologically uncomfortable when they do not conform in whatever group they happen to be. Long ago when I was a camp counselor, one of my duties was seeing that the boys dressed up for Sunday dinner. Each time they squawked, but each time they enjoyed the festive change from routine. This pleasure they could not have found for themselves for fear of being thought sissies.

Naturally as a child grows older, parental authority should gradually be relinquished. Both the scope of what a youngster may or may not do and also the manner of directing him need to change. Small children are quite incapable of understanding that too much candy is bad for teeth and digestion, and attempts to "reason" with them on such matters are ridiculous. But for older children you should add an explanation. And at the midteens level, you no longer tell them. You suggest—at peril of deadlock in which you and your child each try to get the upper hand. By that time not only is a youngster well able to reason but the set of guiding principles, which hitherto had to be largely laid down from without, should be solidly established within.

To do away with discipline at its best, along with its abuses, is throwing out the baby with the bath water. Deliberately lax parents would do well to recall that the original meaning of "discipline" was "teaching." So use your common sense. Have confidence in your own judgment, and dare to be spontaneous. Ask yourself, "Is what I am allowing—or prohibiting—helping my child toward self-mastery and toward being better able to get along in a world where he must live with others?"

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*Donald A. Bloch, M.D., is chief psychiatrist of the Children's Service, National Institute of Public Health. Edith M. Stern is author and co-author of several books in the field of mental health.*



# WILL 1954 BE THE YEAR OF DECISION FOR Polio?

Hart E. Van Riper,  
M.D.

*Medical Director, National Foundation  
for Infantile Paralysis*



© National Foundation for Infantile Paralysis

The process of drawing off fluid from the culture tubes by Mrs. Ethel J. Bailey, research assistant in bacteriology, is inspected by Jonas E. Salk, M.D., director of the virus research laboratory, School of Medicine, University of Pittsburgh.

It was on October 9, 1953, in Miami—the final day of the annual meeting of the American Academy of Pediatrics—that Jonas E. Salk, M.D., reported to his colleagues the results of his continuing studies on the development of a polio vaccine. When the dark-haired, slim, thirty-eight-year-old scientist from the University of Pittsburgh finished his address there was an enthusiastic round of applause. Then the chairman of the meeting, Roger L. J. Kennedy, M.D., rose and voiced the thoughts of scientists and parents alike. "Dr. Salk, I'm sure your entire audience joins me in thanking you for your very important

and encouraging report . . . and for allowing us to view this ray of hope on the horizon, which has for so long been bleak."

The ray of hope is the culmination of sixteen years of tedious research by scores of scientists in dozens of research laboratories throughout the country. With unusual foresight and scientific skill, and in the short space of two years, Dr. Salk has applied that amassed knowledge in fashioning a possible solution to the polio problem.

About seven months previously, Dr. Salk had made a first report on his attempts to develop a practical

vaccine for polio. At that time he described how, by utilizing the technique discovered by John F. Enders, M.D., he had been able to grow all three polio virus types in test-tube cultures of monkey kidney tissues.\* Maintained in a watery solution, the virus was then exposed to a chemical—formaldehyde—which killed the virus and rendered it incapable of causing disease. Following this came a series of rigid tests to make sure that the virus solution was indeed safe and contained no harmful organisms.

Once safety was assured, the virus solution could be called a vaccine, for that is what vaccines generally are—solutions of disease-producing organisms killed or so treated that they are no longer dangerous. When they are injected into a person, the dead organisms fool the body into believing it is actually being threatened with disease. Quickly the body reacts to the fake threat by manufacturing special protective antibodies, tiny molecules of protein that circulate in the blood and guard against disease.

In his earlier report Dr. Salk disclosed that he first tried vaccinating a small group of children and adults with this watery solution of killed polio virus (called an *aqueous vaccine*). Within a few weeks he examined blood samples from the volunteers. In some of these persons the vaccine had stimulated polio antibodies, but not in all. Then he tried a little trick.

Mixing the vaccine with an emulsified mineral oil, Dr. Salk injected the new preparation into an additional group of ninety children and adults. Again blood specimens were examined. This time the emulsified vaccine gave much better results. Nearly all the subjects showed a significant rise in polio antibodies.

That was the gist of Dr. Salk's report last March, and it was good news indeed. In his more recent report the Pittsburgh scientist, who is still continuing his studies with the support of March of Dimes funds from the National Foundation for Infantile Paralysis, has taken a tremendous step forward. Not only has he added to the number of volunteers, until now more than six hundred persons have been vaccinated and are under study. He has also improved his methods of preparing vaccines to the extent, he declares, that "there may be several possible methods of producing a safe and effective vaccine against polio."

Although the several experimental vaccines vary in the manner of production or administration, they all are prepared from polio virus of the three types that are grown in cultures of monkey kidney tissues and chemically killed with formaldehyde. But here again improvements in techniques have made it possible to increase the potency of the vaccine. Now antibody production can be achieved with the simple

aqueous vaccine, even without adding the mineral oil.

The additional 474 children and adults who constituted the new group described in Dr. Salk's recent report are from Allegheny County, Pennsylvania. Most of them live in Sewickley and Leetsdale, suburbs of Pittsburgh. Some were given aqueous vaccines; others the emulsified type. Some of the vaccines were administered as single shots; others in a series of two or three doses at weekly or longer intervals. There was even variation in how the vaccine was injected—in some cases between the layers of the skin and in others into the muscles.

### An Historic Experiment

But regardless of type and methods of administration, the vaccines used in the studies stimulated the production of antibodies within a few weeks after vaccination. Most of those in the new group had



© National Foundation for Infantile Paralysis

Scenes like this, taken when gamma globulin was being tested, will be reenacted all over the nation this year during large-scale trials of a possible polio vaccine.

been under observation at the time of the report for three to four months, and the trends suggest persistence of the antibodies. In a small group of the earlier series, under observation for about seven months, there has been little or no decline. However, Dr. Salk explained that the observations have not continued long enough to permit conclusive statements on the length of time such antibodies persist.

In discussing his more recent studies Dr. Salk told of the eagerness with which parents cooperated. No special announcement was made on the need for volunteers for vaccination. Quietly, by word of

\*See "Progress Report on Polio" by Hart E. Van Riper, M.D., in the May 1953 *National Parent-Teacher*.

mouth, neighbors learned that an important polio study was going on and that children and adults were to be vaccinated with an experimental preparation. There was never a time when Dr. Salk had actually to call for volunteers.

"It is amazing," he said, "how real an appreciation and understanding American parents have of scientific research, and how eager they are to participate in such projects."

On many occasions mothers and fathers canceled vacation plans or delayed business trips so that their children could be brought in on time for their injections or blood tests. And if Dr. Salk happened to be delayed in getting to a family for a previously scheduled injection or blood test, he was certain to be telephoned immediately by a mother or father who was anxious to know what, if anything, was wrong.

An interesting note in Dr. Salk's report is the statement that his recent studies are dynamic in nature. Improvements in techniques have been so rapid since the October report that the materials it describes are actually obsolete and "do not represent the full potentiality of the application of the principles."

As promising as these reports are, they do not give us final results. And they do *not* mean that we now have a practical polio vaccine that can be distributed for general use. What Dr. Salk and the other research grantees of the National Foundation have established is this: Several types of experimental vaccines can be prepared that are completely safe and will stimulate the formation of protective antibodies against all three types of polio virus.

What has not yet been determined is this: Can such a vaccine be prepared in sufficiently large quantities? And will those antibodies resulting from vaccination protect children from polio when they are naturally exposed to the disease? Until these questions are answered satisfactorily we will not have a practical polio vaccine.

### Mass Trial on the Way

While Dr. Salk and other scientists continue their studies to develop even better vaccines, the National Foundation intends to get the answers to those questions as quickly as possible. Already work is under way on the first as laboratories attempt large-scale vaccine production.

As for the second, we have some indications of what the answer may be. From animal studies and from the field trials and use of gamma globulin, it appears that small amounts of polio antibodies circulating in the blood do offer protection against the naturally occurring disease. But these are merely indications, not the final answer. To determine whether the antibodies resulting from vaccination really protect youngsters under natural conditions of exposure will entail one of the largest and most com-

plicated tasks in the history of medicine. It will mean vaccinating hundreds of thousands of children in scores of communities throughout the nation during nonepidemic periods and then carefully observing those children during the polio season to determine whether the vaccine really protected them. And a part of the project will consist in continued observations to discover how long such protection lasts.



Plans for such a mass trial are now being formulated. The wholehearted cooperation of parents and community groups as well as medical authorities will be required to carry out this project. And it will be expensive—calling for the expenditure of about seven and a half million dollars in March of Dimes funds. We hope to be able to begin this mass trial in the early months of 1954 in order that, if all goes well, we may have an answer by the following year.

In the meantime we must rely on the continued use of gamma globulin for at least another polio season. Since this blood fraction does offer some protection against paralytic polio for about five weeks, when administered at the proper time and in the right dosage, the National Foundation is spending an additional nineteen million dollars for its purchase. This will provide nearly three million doses to protect our children during the next polio season.

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*Next month Basil O'Connor, president of the National Foundation for Infantile Paralysis, will describe in detail the way in which the large-scale trials of the polio vaccine will be conducted and the kind of community cooperation that will ensure the success of this nation-wide project.*



# HOW STRONG IS THEIR

deeply im-  
person must have. Let us remind ourselves,  
however, that there can be no security of  
any lasting and valued sort that is not  
based on character, and no real  
freedom except where conscience is strong.

have always felt that way. There are movements in history, and sometimes the waves rise higher than at other times. What is especially damaging now is not something that happens in the realm of action so much as something that has evolved in the realm of ideas—which in the end is the more powerful. Widespread, especially among adolescents, is an oversimplified version of the great democratic conceptions of equality and liberty. Unless and until we can get these straightened out, most of our moral guidance will be relatively fruitless.

## At the Doorposts of Democracy

In one exceedingly profound sense all men are equal. They are, as the Declaration of Independence says, created equal. But this does not mean that two particular judgments are of equal worth. There is a vast difference in quality between the opinion of an experienced and loving mother on the one hand and that of a fourteen-year-old daughter on the other. We shall never have a good society, in which youth learns from the experience of others, until this enormous difference is freely recognized. The boy who maintains "I have no betters" is only demonstrating his own immaturity. Of course he has betters. All about him are men who are not only wiser than he is but far more disciplined in almost every way. If this were not true, education would be an utter farce, certainly not worth what it costs.

We need to stress equality in the sense of *equality of opportunity*, the idea of giving each person all the chances he can use. We need to stress even more the *equal dignity* of all persons as children of a common Father, each man a brother to the rest. Such ideas are far indeed from that notion of equality which

OF ALL the tasks that lie before us, none is so important and none so difficult as the right development of our children's conscience. We are fairly clear now on how to encourage healthy physical growth, and we have some valuable ideas on mental training; but millions of parents feel entirely helpless when it comes to moral guidance.

At the same time, however, they dimly realize that moral guidance is more crucial for our life as a whole than any other kind of guidance. If we cannot add sensitive consciences to keen intellects, we may produce a people in whom the very fabric of civilization is destroyed. A good mind, used ruthlessly and with utter self-interest, is the most frightening mind we can imagine. We have seen close approximations of it in some of the dictators or near dictators of our time, and the sight is far from reassuring.

The problem is more intense now because, partly as a result of the war, the spirit of unrest among our young people is particularly strong. It is not enough to make light of this, as some do, by saying adults



# Conscience?

Elton Trueblood

makes young people feel cocky, superior to guidance. We shall never have a good society until children can look at parents and teachers with humble respect, while parents and teachers look at children with affectionate concern and vast respect for their potentialities.

Freedom is another foundation stone of democracy. To be free is a great and wonderful thing, but freedom taken in a simple-minded way always becomes absurd. It may easily be interpreted as freedom from homework, freedom from responsibility for others, or freedom from the limitations of any moral code whatever.

We do not need to be profound thinkers to realize that absolute freedom means absolute nonsense, because it is full of self-contradictions. If we had absolute freedom, we could escape our promises, our debts, our social burdens. The people who owed money to us would likewise be free to renounce *their* debts. The result would be utter confusion—a state in which no one would be free because all of us would be subject to the pains produced by the whims of others. Moreover, each would be in bondage to his own whims. The person who loudly proclaims his freedom to drink often demonstrates his bondage to an uncontrollable appetite. In what sense, then, is he free?

The upshot of all this is extremely important for everyone who, like the readers of this magazine, is interested in the right moral guidance of our children: The good life is not possible apart from strong inner controls. Even the freedom we desire is not possible unless we have something more than freedom, and this something more is a *free acceptance of standards of honor and integrity* that both limit and glorify our individual desires.

## No Moral Growth in a Moral Vacuum

Once we understand some of the pitfalls in popular teachings about equality and liberty, we are ready to engage in the practical task of developing a conscience in our children. Here is my boy in the first year of high school. I desire with all my heart that he grow up to be a disciplined, honorable man, sensitive to the needs of others but with the courage to stand up against the crowd if his sense of duty demands it. How can I help him? In the first place, it is obvious that actions speak more loudly than words. He will be watching me closely, and there

will not be much that escapes him. He may even know something about the way I figure my income tax. He will certainly notice whether I treat people of other races and other nationalities with the respect that membership in the human family involves. Above all, he will know whether I am loving and tender with my wife and children.

We parents should begin, therefore, with a careful scrutiny of our own lives. We should understand that we can give ourselves no moral holidays as far as our youngsters are concerned. But merely to say this is not enough. Some who believe they are more advanced than others think that it *is* enough. They refuse to engage in any direct moral teaching, saying they will let their actions speak for themselves and allow their children to develop their own moral standards in complete independence.

There are at least two important weaknesses in this position. First, no parent is as good as he ought to be, and if the teaching is not better than the practice it is not good enough. Indeed, it is a fine thing for the parent to admit failure to live up to his ideals and ask forgiveness. In this way he not only convinces his children of his sincerity but emphasizes the ideal that he himself has not attained.

In the second place, failure to engage in direct moral teaching is futile because complete absence of moral teaching is impossible. The young person is always in the world. He is continually bombarded by moral teaching in other places, even if not in the home. He gets it in books and motion pictures, on the athletic field, in ordinary conversation. Apparent to him on all sides is the brutal moral code of self-advancement at any cost to others. Therefore when parents abdicate as moral teachers, they are only leaving the door open for unchallenged teaching from the outside. If any child could live in a moral vacuum this hands-off method might work, but he never does. The question, then, is not *whether* young people will be given moral teaching but *which* moral teaching will be most persistent and appealing.

Granted that we must be moral teachers of our youth, how shall we teach and what shall we teach? Let us begin by agreeing that the best teaching is so pervasive that it is almost always unconscious. If, whenever parents and children are faced with personal decisions, they ask what the decent thing is and not merely what will get by, this habit will often become part of the moral atmosphere of the family.

In other words, moral teaching is conducted not so much by a separate lesson in ethics once in a while as by a constant consideration of the ethics of every decision.

Not that such a home is dull or that the people in it are necessarily long-faced. Quite the contrary. This kind of life can have great jollity. And lucky is the child who takes respect for the rights of others so completely for granted that he cannot remember how or when he learned it.

### A Trio of Oughts

When we come to specific moral teaching that can strengthen the young conscience, probably the best place to begin is with promise keeping. Why, asks the youngster, should we always keep our promises? It is easy to show him a perfectly good reason that he can comprehend: Failure to keep promises usually brings hardship on innocent persons. I promise to meet my friend at Eighth and Main at quarter of two because we have business at the bank together. If I am careless of time and dawdle over lunch I may keep him waiting, wasting his time. Or suppose that the carpenter promises to come on a certain day to repair the bed in the guest room. We trust him and invite a guest accordingly, but if the carpenter fails to show up, everybody is embarrassed.

If we start with such a modest idea, it is possible to produce a keen sense of honor in keeping promises. A young person is well on the way to ethical maturity when he takes pride in making promises carefully rather than lightly and then endeavors to keep them to the letter, even if it means personal hardship. We are far along the good road when he begins to feel that he has a reputation to maintain in this regard.

A second basic moral teaching that can be spread by word and by deed is that of freely admitting wrongdoing and asking forgiveness for it. This is really far more difficult than keeping a promise. It is strictly opposed to our natural desires and thus something that can be learned only with conscious effort. To forgive others is relatively easy, because we may do so and yet keep a sense of our own rectitude, but to ask to be forgiven really hurts our self-esteem. The child must be taught to admit his own misdeeds and to say quite frankly, "I am ashamed of what I did, and I'll try not to do it again." This too can become a habit. It is a wonderfully healing factor in all human situations, important because the worst single barrier to real goodness is self-righteousness.

A third practical moral teaching is that of personal responsibility. It is extremely easy to blame every misdeed on other people or on a situation. "I lied," says the child, "because my sister told me to." The wise parent will reject such answers from the very beginning. We cannot have strong, healthy consciences unless we stand squarely on our feet and

accept full responsibility for our own acts. Because the habit of explaining by excuses can become so deeply ingrained that it lasts for a lifetime, we must try to eradicate it very early.

Fortunately the normal young person has a good deal of self-respect (of which the bumptiousness so familiar to us is only an unlovely exaggeration). We must learn to develop from this healthy attitude an acceptance of the code in which a person is ashamed to make alibis. In this way our youngster can acquire an independence that is wholly consistent with respect for those wiser and better. Wis-



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dom lies in the careful balance by which we encourage his initiative yet never allow him to think that wisdom begins with him.

There is much more to be said on the strengthening of conscience in the young, but any family that works faithfully along these three lines of *promise keeping, moral humility, and individual responsibility* will be starting on the right road. The road must be followed as long as we live, and there is no easy or cheap transportation. But the rewards that come along the way are rich for all concerned.

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*Elton Trueblood is as widely known for his lectures on personal and family problems, philosophy, and religion as he is for his many books, the most recent of which is the Recovery of Family Life, written with his wife, Pauline. Mr. Trueblood is professor of philosophy at Earlham College and has been chairman of the Friends World Committee.*



## What's happening in education?

• *I am interested in getting information about the evaluation of educational standards in various school systems through the country.*—Mrs. A. G. R.

There is no single set of educational standards for the nation, but there are some sources that shed light on this question.

First, there are the official sources in each state. At regular intervals representatives of the state department of education commonly visit schools, bringing with them a questionnaire that reflects the standards set by the department. Find out what those standards are in your state.

Second, there are the regional accrediting associations, such as the North Central Association of Colleges and Secondary Schools, which serves some thirty states. Other regional associations serve other areas. These associations set up standards for their member schools. Ask your superintendent of schools or your principal for the name and address of the regional accrediting association in your area. Caution: This applies to secondary rather than elementary schools.

Third, the National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington 6, D. C., gives much attention to standards. Over the years it has developed evaluations for various school operations. Write to the Association for information.

On a different level there are recognized national tests of achievement in certain skills. A school can measure the results of its teaching in spelling, arithmetic, and reading against national norms.

"How good is our school?" is a common question but hard to answer. "Good for whom?" one must ask. "For Mary, who will clerk in a store until she marries at eighteen? For John, who is headed for college? For Fred, who will be a mechanic?" As long as nature doesn't standardize children, teachers, or parents, we will continue to face difficulties in setting standards for schools.

• *Our P.T.A. had quite a heated session last week. While we were discussing the introduction of a course in family relations one member got up and said this*

*was more evidence of the plot by teachers' colleges to change our schools. She said that Lynd uncovered this plot. Who is Lynd?*—D. M. S.

Your fellow member referred to Albert Lynd. You may be hearing about him and a couple of other critics, so let's look at their views.

Albert Lynd wrote *Quackery in the Public Schools* (published by Little, Brown). He is an advertising man living in Sharon, Massachusetts, where he is a member of the school committee. Last year an article by him sharply attacking teachers' colleges appeared in the *Atlantic*.

Arthur E. Bestor, Jr., who teaches history at the University of Illinois, wrote *The Educational Wastelands*, recently published by the University of Illinois Press. Last December he tried to persuade the American Historical Association to adopt his charges against teachers' colleges and the "life adjustment program." In his new book and numerous articles Dr. Bestor elaborates his argument.

Paul Woodring, author of *Let's Talk Sense About Our Schools* (McGraw-Hill), teaches psychology at Western Washington College of Education. He defends teachers' colleges but wants to reconsider the principle of pragmatism ("If it works it must be good"), which he says guides American educational policy.

All these authors oppose the educational trend toward "preparing children to do better what they will do anyway." All want more emphasis on general education; that is, history, literature, science, languages, and mathematics. Since we cannot predict what children will be called upon to do in the future, a general education will better prepare them for the unknown. Of the three authors only Professor Woodring offers much in the way of solid fact.

Read and discuss these books. A counter revolution against a generation of effort to shape our schools to serve the present needs of children is arising. It will be fought out in P.T.A.'s, school boards, and "letters to the editor" columns across the nation. Pick your side, and roll up your sleeves.

—WILLIAM D. BOUTWELL

...article in the 1953-54 study  
...preschool and school-

LET us agree, to begin with, on what we mean by "democracy's child." The phrase could mean many things, all of them worthy of careful consideration. It could mean any child born into and reared in a democratic society. It could refer to some ideal of what a democratic society would, in the best circumstances, want to assure every child. In this article, however, it will be taken to mean any child who, when he is grown up, will give evidence that the basic ideals and values of democracy are an inalienable part of himself. He will *belong* to democracy—as we all belong to and act out the ideals and motives (often less than ideal) that impel us.

How, then, to distinguish this child from all other children? His destiny is implicit in his life history. As he has been nurtured, so will he grow. How identify the life history and characteristic nurture of the person whose life and the democratic way are one and the same?

Democracy

# DEMOCRACY'S CHILD





Difficult though it may be to put one's finger on the marks that distinguish democracy's child, we believe that these marks can be identified. We therefore invite the readers of the "National Parent-Teacher" to tell us, as concretely as they can, what situations or practices they feel have encouraged their children's growth in democratic attitudes and behavior. From your replies we hope to have material for an article that will not only clarify the image of democracy's child but help parents to provide the experiences in which democratic qualities emerge and develop.

### In Aid of Forecasting

We have no ready-made answers to questions of this kind. We have not progressed far enough in our study of the development of a human being, of his moving ideals and impelling dedications, of his feelings toward, and relationships with, others. But even though we have no sure knowledge about the experiences in childhood and youth that are likely to guarantee wholehearted democratic living in adulthood, we do have some tested leads and suggestions.

Toward the end of World War II the United States Army wanted to identify those German prisoners of war who might have developed, or were likely to develop, democratic attitudes. A study was undertaken to help the Army with this task. In his report the noted psychiatrist David M. Levy, M.D., identified six factors in a person's life history, any three of which, taken together, were likely to reveal anti-Nazi dedications in adulthood. (Such dedications, we must remember, would have had to run strong and deep to withstand the savage pressures and beguilements of those people's recent experiences under Hitler.)

These are the six factors:

1. Having had a nondisciplinary father or father substitute (such as an affectionate grandfather).
2. Having had a mother or mother substitute who displayed affection.
3. Having been an only or a favorite child.
4. Having had parents of differing nationality or religion.
5. Having been under strong antimilitarist or anti-Nazi influence during adolescence, either from the father or from some other highly regarded person.
6. Having undergone a change in attitude as a result of extensive travel outside Germany or as a result of reading.

Certainly these six factors cannot be taken as an answer to the question of what distinguishes the life of democracy's child, particularly if we mean a

child reared in the United States. The people they refer to grew up in a culture different from ours, in which parents expected different things from their children and had different ways of dealing with them. Moreover, the aim in the study was to find large, easily identifiable factors that could be spotted quickly by army personnel without intensive psychological training.

Still further, we do not know from what range of possible factors these six were selected or what the shortcomings of this brief study might be. Even so, the findings are stimulating and suggestive.

### In Quest of Clues

First of all we note that it is no one condition but the combination of several that appears to have made it possible to "distinguish democracy's child," or at least the child who in adulthood withstood Nazism. And there is a great deal of evidence to show that the kind of human being one turns out to be depends on many forces, many influences. The exact pattern by which these play upon a child's experiences is still a mystery and may remain one forever. But no parent need despair because a supposedly desirable influence is for some reason missing from his child's life.

Next we get the impression from this list of factors that the atmosphere in which a child grows and flourishes is more important, at least in his early years, than direct teaching. That is, it is more important for him to have a mother who displays affection than a mother who is concerned that he behave in set ways. A home where no more is expected of a child than he himself can deliver does not sound like a home where his parents anxiously watch his every move to see if it measures up to their ideal—which is not, and cannot yet be, the child's ideal. In other words, all the forces that guide a young child toward democracy are concerned with loving that child, not dealing with him in a harsh, punishing spirit.

Among the influences operating in later years, there is direct teaching about the democratic way of life. There is also indirect teaching involved in the child's reading, his travel, his seeking out and following of a hero figure dedicated to democratic, humane principles. Why did the anti-Nazi prisoners of war seek out and follow such an adult in their adolescence—an adult with just such dedications? When they stumbled upon books that reflected and explained the democratic way, why did those books kindle new ideas and ideals? When they traveled among people of differing ways, why did that travel evoke such a response from some, yet leave others unmoved?

It is safe enough to say that those who responded to this kind of teaching with a strong affirmation were ready for it. But what made them ready when

the right note was struck? One might speculate that many—though probably not all—came from homes where parents were loving, not severe.

### **Moving Toward Democracy**

It would seem, then, that democracy's child is distinguishable chiefly by the home he comes from. At some time or other during his adolescence he characteristically reaches out for ideas based on his experience—for big, moving ideas to inspire him and light his way. This appears to be the time when he can respond to the great, basic democratic principles. And he will so respond if his childhood experiences have been favorable and if both school and commu-



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nity offer him an appropriate opportunity, now that the time is ripe.

How can we tell whether a young child, long before adolescence, is growing in democratic directions? Here the best answer would seem to be, at least on the surface, a simple one: If at each stage of his growth his personality development is healthy and vigorous, he is well on the way toward making the democratic allegiance a basic part of himself and toward acting creatively in accordance with this allegiance.

We all know that sound personality development leads eventually to a respect for all persons, to fearlessness, independent thinking that need not rely on authority, to the ability to cooperate with others toward common ends. And are these not the very cornerstones of democratic living? A child may try to act in such ways, but if he hasn't really grown into them, he will break down in times of stress and his

democratic allegiances will prove no more than sounding brass and tinkling cymbals.

Another reason why we should look for behavior appropriate to each stage of a child's development lies in the conviction that living democratically calls for well-rounded maturity. A very young child is practically unaware that other people exist, except as sources of satisfaction to himself. He must pass through many stages of growth before he can achieve a real respect for others. Even the mature adult of strong democratic principles finds this a lesson that he must keep learning ever more deeply and widely. To do so his mind must be free, not pulled one way or another by his emotions. Such freedom takes time to achieve. Adolescents begin to learn it, but their capacity to cooperate widely is limited until the "clique" stage is passed and they no longer need to cling tightly to a small group allegiance. It takes a high degree of maturity, then, to act out a belief in democracy, to make respect for all persons ring true in all situations.

### **No One Vehicle Goes All the Way**

What I have been saying in this article represents only a single point of view, only one approach to the question of distinguishing democracy's child. There are other ways, valuable in themselves or in combination with what has been suggested here. There is the importance of acquainting our children with the democratic tradition through our country's history. And surely tradition is of value to children and young people, if it has real meaning to them at whatever stage of development they happen to be passing through. Then, too, there is the learning-by-doing principle, for clearly democracy cannot be learned just from books.

Yet as with every other kind of education, we cannot expect too much of our children in this learning of the ways of democracy. It is a step-by-step process because it is part of a child's growth, and he cannot learn certain kinds of democratic behavior before he is ready for them. We cannot assume, for instance, that putting a kindergartener on the trash-basket committee will make him, later on, a cooperating member of a democratic society.

There is great wisdom in keeping the child always in clear focus—in watching the progress of his sound development and what this development calls for in the environment. The rule is a good one, whether the end in view is democratic functioning or some of the other values that are a part of the good life.

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*Ruth Kotinsky, long associated with the parent education movement, was assistant director of the fact-finding staff for the Midcentury White House Conference on Children and Youth. With Helen Witmer she edited the epochal report of that conference, *Personality in the Making*.*



# Notes

## from the newsfront

**Greetings and Games.**—Children's play is much the same the world over. If you doubt it, take a look at the holiday cards put out this year by the United Nations International Children's Fund. Their bright pictures show children flying kites in Peru, playing hide-and-seek in the Middle East, hopscotch in Pakistan, and blindman's buff in Greece. The money from the annual sales of UNICEF cards is used for food and medical care for children in many lands. Last year's sales yielded enough to buy daily milk for two and a half years for more than sixty thousand children. Cards with or without a holiday greeting imprint may be ordered from UNICEF Greeting Card Fund, United Nations, New York, at a dollar for a box of ten.

**Cottage Plan.**—El Paso, Texas, is fast licking its shortage of classrooms for first- and second-graders. This city's answer to the tough problem is to put up one-story homes with some of the inner walls left out. Four of these units went up in ninety days, and the building cost per pupil was half that of a large grade school. When the classrooms are no longer needed, the buildings can, with a few minor changes, be sold as private dwellings. Meanwhile primary graders like the idea of starting school in a place not very different from their own homes.

**Art with Soapsuds.**—A young artist entered a self-service laundry, a bundle of wash under one arm and several canvases under the other. While his weekly wash was churning away he put a proposal to the proprietor: Could he exhibit his paintings on the walls? "Go ahead," the proprietor urged, "I was once a commercial artist myself." Within an hour the first painting was sold. Since that day two years ago many artists have used the same laundry as their art gallery. Though customers have bought more than one hundred and fifty paintings, the proprietor refuses to take any exhibit fees.

**Scared Sick.**—A bad fright can bring on illness, Ira L. Howell, M.D., psychiatrist at the Medical School of the University of Colorado, told members of the American Medical Association. Diabetes may result when prolonged fright or emotional strain makes it difficult or impossible to control the supply of blood sugar. Emotional stress, Dr. Howell said, may also cause dizzy spells, insomnia, gas pains, and overactivity of the thyroid gland.

**Safety Honors.**—The P.T.A. was well represented last October when the annual National Safety Congress, meeting in Chicago, announced awards for outstanding contributions to traffic safety. The winner of the first prize for individuals was Mrs. William C. Black of Ithaca, New York, safety chairman of the Ithaca P.T.A. Council for the past three years. Winners of honorable mention included Mrs. Harriet C. Pierson, safety chairman of the

Evanston, Illinois, P.T.A. Council; Mrs. R. H. Walter of Portland, Oregon, safety chairman of the Oregon Congress of Parents and Teachers; and the Los Angeles Tenth District, California Congress of Parents and Teachers. Mrs. Max A. Goodman, safety chairman, accepted the award for the district. Winners received a bronze plaque and a trip to Chicago.

**Nautical Touch.**—The earliest telephone subscribers in this country were instructed to answer the phone with the greeting "Ahoy, ahoy!"

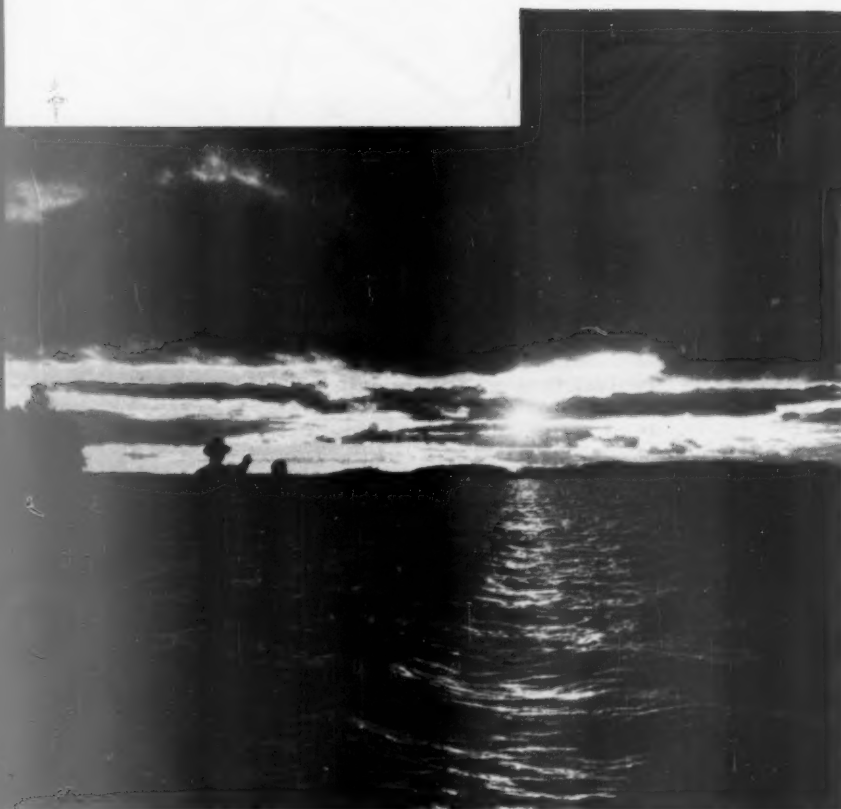
**When the Women Walked Out.**—A well-known American traveling in a remote corner of Africa came upon a modern village that, he found to his amazement, was completely deserted. Why? Because the builders had put running water into all the homes. When the women discovered that they had only to turn a faucet to get water they rebelled. Running water was the last thing they wanted, for it robbed them of the only social activity in their lonely lives, their meetings at the village well. After telling of this experience the traveler, President Eisenhower, added: "I suddenly understood that I didn't understand others. I had been guilty of the very great error of putting into their minds and hearts the same aspirations, the same kind of desires that I had."

**Sidewalk Superintendents, Junior Variety.**—Kiddies in Chicago recently got a break from building engineers who were directing a huge construction project. To let the little ones watch what was going on, the builders compassionately drilled out a series of holes at tot eye level.

**Wheels of Fortune.**—To tour France was the cherished dream of two English girls. But when they counted their cash their hopes drooped. Then one day they saw a "For Sale" sign that meant fulfillment of the dream, a way to see France. They closed the sale promptly and in a short time two high-spirited voyagers were journeying through France—not in standard tourist fashion but aboard the bargain they had snapped up, a horse-drawn gypsy wagon.

**Cracking Down on Negligence.**—Lawmakers in California, Illinois, Massachusetts, Nevada, New Jersey, and Pennsylvania have made it a punishable offense to leave doors on refrigerators or iceboxes that have been abandoned. A number of other states are considering similar legislation to prevent suffocations that have claimed the lives of several hundred children in recent years.

**A Child Explains.**—Asked to define memory, one youngster replied sagely, "The thing I forget with."



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Bonaro W. Overstreet

## A Kind of Knowledge

ALTHOUGH we rarely think of the fact, the store of knowledge that belongs to an individual after he has lived in the world a while, even a few years, is uniquely his. It is as incapable of exact duplication as is the print of his thumb. We do not have a method by which we can ask him to leave his knowledge-print on this or that document to mark it as his own. But if we could, that signature would make later identification certain; no one else could possibly forge it. While multitudes of people, millions upon millions of them, would have many items of knowledge in common with him, his constellation of known facts is his alone; and it is what makes him no longer the stranger on earth that he was when he was born.

Christopher Morley has put a kind of enchant-

ment upon one of his books by naming it *I Know a Secret*. Each of us knows many a secret, though for the most part we never think of them as such. I myself know a secret, for example—not an important one but one from which I derive a properly private pleasure. I know that if I were to go, on any day in early September, to an old half-overgrown road in a certain eastern woodland and if I were to follow it to its end and were then to cut down through the low-lying tract beyond it, stepping from tussock to tussock of sharp marsh grass, I would come to a hidden spot where closed gentians bloom, incredibly blue. Some fifteen years have passed since the afternoon when I first came suddenly upon the secret wonder of those flowers—so suddenly that I had to balance myself to keep from putting my foot down



upon them. I have not been back since; and yet, because the woodland and the marsh beyond still lie undisturbed, I would know how to find them.

I have other secrets, as has every reader of this article. I could count up, for example, the different sky lines I have lived with—the western horizons behind which I have seen many suns go down and the eastern horizons above which I have seen many moons rise. I have not lived alone in any one of these places. In each case other people have been there in the same house, the same neighborhood, the same horizon-circle. Yet no other one person has lived in all of those places. No one else, therefore, has exactly the same constellation of sky lines that I cherish.

### No Duplicate Designs

What does all this signify, this matter of our private knowing? From the psychological angle it has various implications that we need to think about.

In the first place, it gives us one slant on what makes each of us uniquely himself. To be sure, we are born with different features and aptitudes, but we become ourselves through our different stores of knowledge. It is through what we learn that we come to know our way around in the vast scheme of things into which we were all born strangers.

There is a small boy who lives down the road from our summer farm in Vermont who already knows more about horses than I will ever learn. There is a neighbor up the road who knows, as I do not, the art of making maple syrup and sugar. There is a man at the garage in town who can make our car talk up—in variations of engine sound so slight we would scarcely notice them—and tell him what is wrong. A friend who visited us last week end knows the business of publishing books. He knows it as expertly perhaps as any living person. From him we gather crumbs of knowledge but never the loaf that is his, never the kind of knowledge, for example, that underpins his fellowship with other publishers.

Another friend who was here a week ago knows how to organize a university extension program. From him also we gather crumbs of knowledge, but the loaf belongs to him. What we do know, however, is how to teach a certain course he wants to include in his program. Thus each of us is himself through his unique and different knowledge.

If we feel what it means for a person thus to be himself through knowing, we can move on to certain other considerations. We can detect the fallacy, for one thing, in the strange but fairly common assumption that knowledge is somehow a cold possession. It is, in actual fact, the very thing that puts warmth into a human being's relation to the world.

We take it for granted that, where people are concerned, our warmest feelings attach to those whom we know, not to those to whom we have just been introduced or whom we have merely met on the

street in passing. Yet except in this one case we often talk as though *knowing* had nothing to do with *feeling*. We could scarcely be more mistaken. It is the person who knows history who has the deepest and warmest sense of how the human race has tried and tried again, never with more than half success, to work out a way of living well in society. It is the person who knows biology who can look at the most ordinary wayside weed and feel the mysterious life it contains. It is the person who really knows how to cook who can derive the warmest creative pleasure and surest self-confidence from practicing the art.

Since this is true, each of us has open to him a way of making himself a happier and richer person, a more distinctive self. It is the way of learning. Each thing he learns or learns how to do becomes at once part of his own make-up and a lens through which he looks at his world and sees more than he did before.

I recall an elderly woman, a shut-in, whom I once knew. She made quilts, piecing into intricate, careful designs small pieces of material her friends brought to her. But she did more than this. She studied the history of American quilting, so that the work of her own hands became something more than a way of keeping herself occupied in her special upstairs room, where two windows framed all she would ever see again of the outside world. Through that work she felt herself part of a long tradition of homemaking, pioneering women—women who, having to make do with little, wrought quilt patterns out of small bits of cloth and gave names to these patterns.

Through our schools and colleges we try to build into all people a common store of knowledge and of the tools of learning. Since it is through shared knowledge and conviction that a culture is held together, with the incredibly many differences of people fused into a kind of unity, this enterprise of schooling is of prime importance.

It is never enough, however, for a culture just to be kept from falling apart. It has to be constantly enriched. For its enrichment, as for the enrichment of our individual daily lives, we have to look beyond *common knowledge* to *private knowledge*, out of which individuality is made.

We have a right to hope that each infant stranger who is born into the world will gradually learn many things that others also know. Through this common knowledge he and they can talk understandingly together, be comfortably silent together, and work together on common projects for common ends. And we hope that for his private strength and comfort and uniqueness of vision he will also come to know many things that are peculiarly his own. Out of the two kinds of knowledge, the common and the private, there will be made that constellation which is no more to be duplicated or standardized than is the print of his own thumb.

George Maksim, M.D.



# Sports Children

IN recent years we have been hearing and reading much heated controversy about sports programs for children. But have you noticed that often speakers and writers, when advocating one thing or another, fail to define the age they are considering? Sometimes they speak interchangeably of ten-year-olds and fifteen-year-olds in relation to the same sport. To avoid that pitfall let me say first of all that the sports programs I am discussing are for boys and girls under thirteen years of age.

This matter of age is highly important, for the simple reason that children are not miniature adults. They are growing, developing individuals who must gradually, in nature's own way and time, reach maturity. Perhaps it's the speeded-up tempo of our lives that makes us forget this. Industry endeavors feverishly to hasten—with chemicals, hormones, and

mystic compounds—the maturing or aging of plants, foods, beverages, and scores of other substances. Perhaps we parents, teachers, and even physicians try to do the same thing when we expect of children a maturity far beyond what the normal processes of nature have accomplished.

Some of us are wiser—like the woman patient of a zealous but inexperienced young intern, a woman who had not had the advantages of a formal education. After having lost several babies, she gave birth, prematurely, to another. The intern was unusually anxious that this baby should do well, but it survived only a few hours. He had never before had to give such a message to a mother, and he dreaded the task. But instead of tears and despair the mother showed great wisdom. "Now, young doctor," she remarked, "don't fret so. He just wasn't ripe enough."

So likewise it takes a certain length of time for a child to mature to the point of using certain abilities—physical, mental, and emotional. We all recognize nowadays that a little child cannot be forced to sit, stand, or walk at an earlier age than nature has scheduled for these achievements. Thoughtful parents try to keep in step with his growth by giving him as much freedom as possible and by providing safeguards to protect him from harm. They know, for example, that a child who has just learned to walk can't yet go up and down stairs. And the same thing applies in athletics. To ask a child to undertake activities for which he is not yet prepared—either physically, mentally, or emotionally—is not only unfair to him but possibly harmful.

These facts were the basis for a set of principles drawn up last May by the National Conference on Program Planning in Games and Sports for Boys and Girls of Elementary School Age. Among the forty-four persons who met in Washington, D. C., representing twenty-seven organizations, were physicians, physiologists, psychologists, educators, recreation leaders, and people interested in special sports. After two days of serious deliberation, they agreed, for the most part unanimously, on these principles:

1. Competition is inherent in the growth and development of the child and, depending upon a variety of factors, will be harmful or beneficial to the individual.
2. Programs of games and sports should be based on the developmental level of children. Boxing, tackle football, ice hockey, and other similar body contact sports should not be included in any competitive program for children twelve and under.
3. These programs should provide a variety of activities for all children throughout the year.
4. Adequate competitive programs organized on neighborhood and community levels will meet the needs of these children. State, regional, and national tournaments; bowl, charity, and exhibition games are not recommended.
5. Education and recreation authorities and other community youth-serving agencies have a definite responsibility to develop adequate neighborhood and community programs of games and sports and to provide competent leadership for them.

Perhaps the first point, having to do with competition, may come as a surprise to people who have heard it said that some educators and physicians are opposed to competitive sports. This cannot be true; for professional persons who know about child growth are fully aware that children are highly competitive beings. In all his activities from a very early age each child constantly competes with himself and his environment. We need to guide this competitive instinct into wholesome channels, so that it will benefit both his physical growth and his character development.

Competition should bring out the child's best abilities, whatever the endeavor. At this age winning a game or a title—or even being first in academic studies—should be of secondary importance. Because of his competitive instinct he can't help striving to

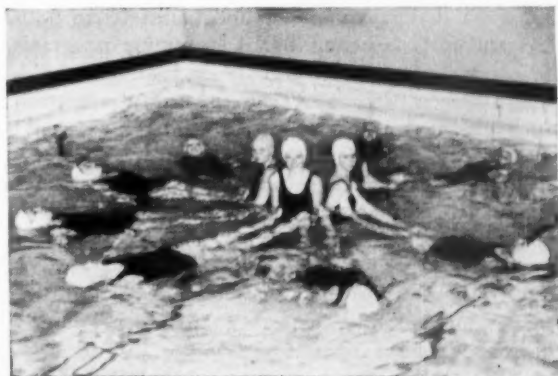
reach the top, but his parents, his teachers, and his recreation leaders should all make him feel that winning, of itself, is not the chief consideration. Moreover, they should encourage him in his early years to take part in many different activities—non-athletic as well as athletic—to broaden his experience and reveal the range of his talents and interests. Sports programs should be but a *part* of a child's range of experiences, never an all-important focal point.

### Striking a Balance

All boys and girls in every community should have an outlet for their energies and their competitive instincts in the form of a properly organized, properly supervised sports program. It should not be geared to any particular season but should cover the entire year. Sports and games such as track and field events, volleyball, tennis, shuffleboard, dodgeball, and rope jumping are suitable in any season and for both boys and girls. Even the handicapped child can serve as a team manager, scorekeeper, or member of the band.

Many experts believe, in fact, that tackle football has no place whatever in a sports program for boys under thirteen. Most of these boys have not yet acquired the bone and joint structure or muscular coordination necessary for such a sport. It has been shown that for them the risk of injury is from five to ten times higher than for high school boys.

True, overzealous enthusiasts will protest that safeguards and protective measures are always used with younger boys, even to the presence of a physician. Still no one can deny that many more injuries occur at this age. And the real tragedy is that the severity of some injuries may not be fully revealed until later on, often spoiling what might have been an excellent high school or collegiate sports career. I once knew a ten-year-old boy who hurt his knee repeatedly while playing football, which was his all-consuming interest. Finally he had to have orthopedic surgery and was told that football was out for the next few years,



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perhaps permanently. The youngster, with no other absorbing interests to fall back on, is now having difficulty in adjusting himself.

Older boys in this age group, those who are overwhelmingly attracted to football, may substitute touch football, under careful supervision. This form of the game has proved to be less hazardous and requires less equipment and expense. In World War II military installations, where adequate equipment was not available, touch football turned out to be much more popular than tackle football. These players were grown men, not growing children!

Boxing, another body contact sport, is mentioned only to be condemned. Many thoughtful people question whether it should even be considered a sport. It certainly produces injuries that far outweigh any value it may have. Laboratory tests show that brain damage can result and effects may be permanent.

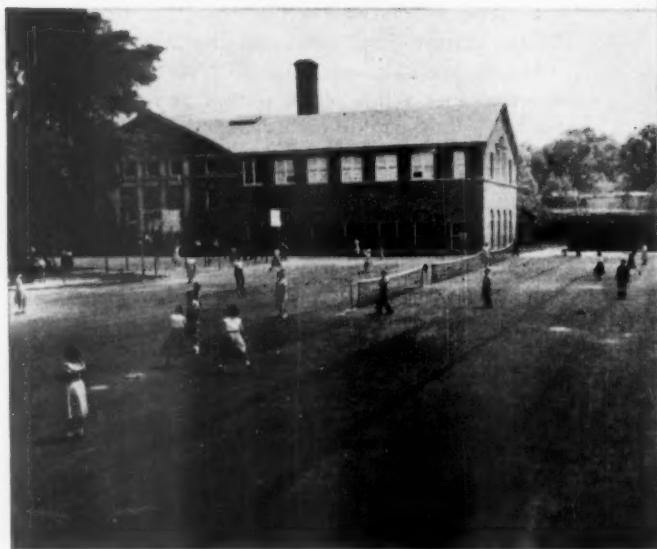
### How Early a Start?

What about baseball for youngsters? I was discussing this question recently with a retired big-league star. He estimated that there are slightly more than four hundred players in big-league baseball today, and most of them did not start playing organized baseball until they were along in their teens. Is it fair, then, to give a boy under thirteen the impression that participating in highly organized baseball programs will increase his chances of becoming a big-league star?

Most boys of this age like to try playing the different positions on the field and are content to play their own variations of baseball or softball. Softball offers less risk of injury and is well suited to community programs because it is less costly and hence can be made available to more children. It is encouraging to learn that over the last twenty years softball fields throughout the country have increased from very few to almost sixty thousand. In the same period baseball diamonds have increased from about twenty-five hundred to around six thousand. Community recreation leaders should, however, apply the same restrictions to softball exhibition and tournament games as to football.

A sport that is wholesome and beneficial to both boys and girls is swimming, if swimming programs are conducted under proper supervision and guidance. Yet even this activity can be harmful when too much emphasis is placed on becoming a "champ" instead of on learning to swim well.

To sum up, there is general agreement that boys and girls under thirteen do need competitive sports programs. But in planning them we must be sure to recognize the physical and emotional limitations of these youngsters and the variations in their abilities. Furthermore we must remember that our purpose is not to help them become champions but to help them become healthy, well-integrated adults.



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### Some Program Guides

Nor should a sports program be imposed on a community. Rather, it should be worked out through the combined efforts of all concerned—especially parents, teachers, and recreation leaders. Health and medical problems should be discussed with local medical societies and health rules clearly set forth. Every child should have a complete medical examination before participating in any sports program. Similarly an ill or injured child should have the approval of his physician before returning to the gym or playing field. No child should be allowed to go beyond the limits of healthy fatigue. Undue exhaustion may increase susceptibility to illness and influence its course.

No matter how carefully we plan, however, or how many medical authorities we consult, we cannot have a successful sports program without informed, competent leaders—leaders who think first of a child's present and future welfare. The good leader is more than a recognized athlete. From him children learn not only physical skills but attitudes and a sense of values, especially about winning and losing.

Newspapers and magazines now and then show pictures of a child crying heartbrokenly because he lost a contest. Possibly he needn't have lost, but he certainly needn't have cried if the adults around him, both leaders and parents, had not overstressed the importance of winning. We all like winners. We all like to win. Yet it is not who wins a game but how it is played that should be of greatest interest to our children and to those who lead them.

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*George Maksim, M.D., is a practicing pediatrician, a staff member of four hospitals in Washington, D. C., and assistant clinical professor of pediatrics at the George Washington University School of Medicine.*





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**NEEDED:**

# Front-line Ambassadors

**General  
Nathan F. Twining**

*Chief of Staff, United States  
Air Force*



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defend

ON a sunny summer Sunday not so long ago, an air force sergeant and his wife, stationed at a base in the south of France, were sitting in the garden of a former French army officer who had been attached to American units during World War II. In the course of their conversation, the sergeant asked his host for his views on what American airmen ought to be doing while they are in France. The Frenchman's reply was printed in the form of a letter in the base paper. Here is a part of what he said:

"Every year tens of thousands of Americans tour France at their own large expense, and many others back home spend heavy money going to fashionable restaurants to taste the celebrated French cuisine. . . .

Now, thanks to circumstances, your trip abroad hasn't cost you a dime. . . . Many luxury items, so expensive for you at home, are cheap for you here. . . . Why not take advantage of these facts instead of shutting yourself up in the cape of your American habits? Open your eyes, and try to learn something new."

I only wish every American parent and every teacher would give young men and women the same advice before they leave for overseas military service. Today more than ever before in history our foreign policy and our national security must rely heavily on American servicemen and women to make friends for us abroad.



© Air Force Photo

### Troops Around the Globe

Men and women in the uniforms of our armed forces (and their dependents) are our front-line ambassadors. American troops are now serving in forty-nine countries, compared with thirty-nine at the height of World War II and only three in the prewar days of 1933. Whether they know it or not, every day they carry out diplomatic negotiations in their contacts with foreign civilians.

All this has come to pass because, first of all, in a very short space of time our nation has become one of the strongest powers in the world and, second, because the world is considerably smaller and more interdependent than it used to be. The free world looks to the United States for strength, and the United States looks to the free world for allies.

The nature of modern warfare and the sensible American policy of meeting aggression before it reaches our shores has made it necessary for us to establish and maintain American bases and troops all over the world. Today we have a chain of American air bases circling the globe. American airmen live and work in the icy vastness of Greenland and the hot desert of Tripoli. You can see their uniforms in most of the major cities of the free world.

How the people in these countries react to their new American neighbors-in-uniform will go a long way toward determining the strength of American leadership in the non-Communist defense structure. The day-in and day-out behavior of our American troops and their families will greatly influence the

nature of the acceptance they receive in other lands.

Even though we are able to keep down unpleasant incidents by educational, disciplinary, and restrictive measures, we still need to take more positive steps to build the kind of enduring friendships that can cement the solidarity of the free world. In the worldwide battle of propaganda and counter propaganda, what really strikes fire in other people's minds is our behavior—the way we live, talk, and act at home and abroad. The nature of the life our servicemen and their families put on display before foreigners is of paramount importance. Where better to give the lie to Soviet propagandists than in the towns and villages of our allies?

Not too long ago a group of air force staff officers met with State Department officials to discuss this and other common problems. The State Department officials put it to us in these words:

"The most concrete representation of American life to foreign civilians is the American base in their midst. All the things we say in our information programs—even some of our foreign aid programs—are not as powerful in shaping opinions about America as the actions and the behavior of our military personnel."

### Briefing the Ambassadors

Achieving the impossible is nothing new to the Air Force. We have developed miraculous airplanes and fantastic equipment to help fly them. But one of the most difficult things ever asked of us and of the other services is to take the average young American boy and in a few short months train him to be a first-line diplomat, fully capable of representing the best aspects of his country abroad. Some of the things we like about him—his self-confidence, his real pride in his country, his devotion to his home town and the people in it, his energy and vitality—are the very things that often make it hard for him to understand foreign customs and to avoid being misunderstood by sensitive foreign patriots.

In the face of these difficulties we take a good deal of pride in what we have already done to help our personnel learn how to behave abroad and give them opportunities to aid themselves and their country during their service outside the United States. The Office of Armed Forces Information and Education prepares many booklets, movies, and other material that we use to familiarize them with the geography, politics, customs, and traditions of the countries where they will be stationed.

We have worked with American universities to help establish residence credit classes at most of our overseas bases, so that airmen and officers may continue their formal education. The University of California has conducted classes in Korea, and the University of Maryland operates the most northerly school in the world at our big base in Greenland.

In addition, sight-seeing tours and a great many other forms of worth-while recreation are provided for our men and women overseas. Our chaplains are constantly in touch with local clergymen in foreign countries on many spiritual matters and on charitable projects. Virtually every American base is engaged in at least one of these projects, which usually involve the support of an orphanage or other work with underprivileged youth.

In Japan and England we have formed councils with local authorities to discuss matters of mutual concern, ranging from the adequacy of the water supply to recreation and sports, traffic control, and family housing. We sponsor many joint social affairs, including model airplane meets, square dancing, variety entertainment, dramatic shows, and athletic competitions. In Germany it is not unusual during the pre-Lenten carnival season for service personnel to take an active part in all the festivities. Often joint base and community parties are held both on the base and in the town.

These activities are all to the good. Our air force commanders are encouraging them wherever and whenever they can. But if we are to take full advantage of the opportunities such activities offer, we need the wholehearted support of the home and the school. Parents and teachers can help us train front-line ambassadors.

### Assignment for Civilians

No one in the armed services expects our civilian agencies to do any military training. However, isn't it reasonable to expect our schools and communities to do the best possible job of training friendship-builders?

How can this be done? It seems to me that it can be done in the home by encouraging young people to learn more about our foreign allies, by helping the young person in military service to look forward to his foreign duty as an opportunity to broaden his own experience as well as to serve his country. To paraphrase the French civilian whose letter I quoted at the opening of this article, parents can do a great deal to help their sons and daughters open up their minds and their eyes.

The school can play a most important role, I am sure, by helping students to appreciate foreign cul-

tures. This can be done through increased emphasis on languages and through other courses that teach how the people of the world live. In an era when more of our people are working, studying, and serving abroad than ever before, foreign language instruction in the high school can no longer be considered only a part of the academic curriculum. For today the language skills of the high school graduate can be put to many very necessary and practical uses.

A great deal of thought has recently been given by many Americans to the problem of citizenship education. All of us believe in such education in the schools. In the military services too we have a very extensive citizenship education program.

At the same time our concept of citizenship needs continuous broadening. As the United States daily becomes more involved in foreign affairs, well-educated citizens are constantly being called upon to make decisions not only about their local, state, and national governments but about people and events thousands of miles away.

Under these conditions I believe it is very important that curriculums for citizenship education be reviewed and perhaps revised. They should, above all, impress on students the responsibility of good citizens to conduct themselves abroad in a manner that will reflect credit upon their country and win friendships for their ideals.

The paramount purpose of our armed forces is to prevent war, but there are two subsidiary missions that underlie this purpose. First; we must present the kind of strong military posture that discourages aggression. Second, we must preserve the unity of the free world by building friendships with our allies. These tasks may well lie before us for many years, even a generation. If we are to succeed in them, we are going to need well-educated citizens who are capable of fulfilling the responsibilities involved.

The basic attitudes our military personnel carry with them around the world are created largely by the influence of home, school, and community. If all of us at home are determined to help each young person discharge his obligation for military service more effectively, we shall make a significant contribution to the strength of the free world and the peace of the whole world.

### MOVIES—FREE FASHION

No wonder the town was plagued with delinquency and vandalism, the police chief told himself. The children had no place, not even a movie house, where they could really "let go" without bothering someone. The officer hit on a plan—free movies at the city hall. Three hundred boys and girls turned out for the first one. "Red" or "Jimmy," as the chief is known to his many young friends, had something to say to them: "No one's going to shush-shush you here. Yell as much as you want to. In fact, I'd like to hear you yell." That night, floods of energy poured out as thundering cheers went up for the hero and scornful hisses for the villain. The plan was an ear-splitting success. Since free Friday night movies for children have become a tradition in this Florida town, delinquency and vandalism have dropped to almost zero. Local and national officials give most of the credit for this change to "Red," the children's chief.



## ANNING OF CLASSROOMS A Symposium

**"To attract and keep teachers who have the vision, the insight, and the skill to help children and youth utilize fully their natural talents and powers" is one of the goals set up by the National Congress of Parents and Teachers in its current Action Program. Several distinguished citizens here express their ideas on the importance of this goal.**

### Dorothy Thompson

*Columnist, Lecturer, Commentator*

PERHAPS more than any other profession except the clergy, teaching is a vocation. The good teacher cannot be created merely by education. The number of university degrees he possesses is no criterion of his teaching ability. Teaching is the art of communicating knowledge to others. It requires rare gifts, one of them being the gift of *empathy*, the power to project oneself imaginatively into another being—in the case of a teacher, into a younger, more ignorant being. This gift is, above all, a quality of the loving, of the affectionate, of those who especially love children and youth and can therefore feel for them. The good teacher is one who understands why a child is backward or naughty, one who can imagine herself (or himself) as that child or youth.

In my lifetime I have been exposed to considerable education. Some of it took, and some of it did not. At least fifty teachers contributed to it. Of them all, I can remember even by name only ten. Of those ten I can remember five as having had an important influence on my whole life.

One was a grade-school teacher in the small town where I lived. Her equipment to teach was a high school education and two years at a small normal school. She was my

teacher the year my mother died, and the shock, bewilderment, and change turned me overnight from a pretty good pupil into a very poor one and from a pretty good girl into a willful, obstinate, truculent one. That teacher got me through by sheer sympathy. After fifty years I remember her with undying affection.

Three teachers, plus my father, are chiefly responsible for my respect and love for the English language. One was an eminent scholar with doctorates. One earned a master's degree long after she taught me. The other never had more than an A.B. degree. What they all possessed was a passion for great literature and the power to communicate their enthusiasm.

To one single Latin teacher in high school I owe my first interest in the antique world, an interest that has never waned. He not only took me through the labyrinths of Latin grammar; he made me *know* those old Romans who orated in the Senate or wrote lovely lyrics in Sabine groves.

God bless those five wonder teachers! Their students, I remember, usually passed and almost always with good grades. For that reason these teachers all rose in their profession. (At that time a teacher was judged by teaching



results, not by the number of degrees he possessed.) Nowadays teachers with only A.B.'s get nowhere, while a Ph.D. apparently qualifies a teacher as good, regardless of other qualities. What nonsense! My memorable Latin teacher used to spend vacations in Rome whenever he could afford it, talking Latin with student priests and reconstructing the ancient life he made visible to us, not boning for another degree.

Many teachers in many communities should be better paid. But you won't make a person who has no teaching talent into a good teacher by doubling his pay. Teachers should be given a freer hand with their students. You can no more devise a universally applicable pattern for good teaching than for good writing or any other form of artistry. Teaching is an art, not a science—above all, not an exact science.

Teaching should be relieved of much of the administrative work with which the profession is encumbered and of other activities that are not teaching. The teacher's greatest reward is the memory of the youngsters whose minds and lives she has influenced—and the love and gratitude she has received in return.



### **George D. Humphrey**

*President, University of Wyoming*

THERE is, as I see it, one principal way of attracting and keeping teachers with vision, insight, and skill. That is to make the teaching profession as attractive as other professions. Before we can interest young people in teaching we shall first of all have to pay salaries comparable to those that may be earned in other professions and vocations.

What young man would not be discouraged at the thought of spending four years or more in preparing to teach at a salary considerably lower than that of a bricklayer who has had no formal education beyond high school? And what young woman would not think twice about investing time and effort to get ready to teach when with little training she could earn perhaps twice as much working as a beauty operator or waitress?

Salary increases granted to teachers in the past ten years have barely kept pace with rising living costs. Who can blame a married man for leaving the profession to accept more remunerative employment because he finds it hard to support a family on a teacher's salary?

Although I feel that the low salary scale is the principal cause of the teacher shortage, there are other important considerations. One of these is retirement plans. Some states have made excellent retirement provisions for their teachers, but many others need to take up that question. It would help to make teaching more attractive, too, if some system of tenure, like those adopted by many colleges and universities, could be worked out for teachers in elementary and secondary schools. Such a system would help give teachers a feeling of security and permanence.

Any community is as good as its educational system, and any educational system is as good as its teachers. Yet many communities, unawakened to these truths, continue to hold their teachers in low esteem. Parent-teacher associations have done much to raise the standing of teachers in their community and give them the same freedom of action enjoyed by people of other professions.

When teachers' salaries and conditions of service compare favorably with those of other professions, a good many more young people will want to enter the profession. Then the teacher training institutions can select those

candidates who have the ability to become the kind of teachers we want in our schools.

Meanwhile educators and parent-teacher associations should continue making a united effort to raise scholarship funds to help finance the education of promising young people interested in becoming teachers. I have been encouraged in recent months by the increasing interest on the part of business and industry in providing scholarships to students in colleges and universities. Mostly, however, these scholarships cover study in scientific fields. Business and industrial leaders recognize that money so spent is a worth-while investment. We need to persuade them that scholarships provided to train teachers would also be an investment that would bring rich dividends.

The recruitment of teachers of superior ability is one of the nation's top educational problems. Solving it requires financial, moral, and spiritual support. The National Congress of Parents and Teachers is to be commended for its leadership in winning this support.



### **William C. Menninger, M.D.**

*General Secretary, Menninger Foundation*

EVERY year thousands of teachers leave their classrooms to take jobs in other fields. If an industry suffered such an exodus of workers, its leaders would say it had a morale problem. Such problems, as these leaders know, can cause serious losses. And when the victims are children—as they are when morale problems strike the schools—understanding and constructive action cannot come too quickly.

School experiences have a tremendously important role in shaping personality. The psychiatrist knows this. In his daily job he sees many troubled people, and as he delves into their past he realizes what a lasting influence teachers, "good" or "bad," have on their students.

What happens to a child in school affects the ease with which he makes friends and gets along with others in work and play. School experiences can also help or hinder the student in discovering his talents. For teachers can encourage and guide young people in putting these talents to work. Most important of all, they can help the student to understand himself.

Since so much is at stake, we owe it to our children to recruit the most capable and most understanding men and women for teaching positions. And once we have found them we have a responsibility for helping them do their job well.

One of the greatest contributions we can make is to try to understand what truly qualified teachers are like and what wise teachers are trying to do in the classroom. Too many of us still assume that the only goals of the schools are teaching the child to think, to master the three R's, and to make a living. We forget how desirable it is for him to learn to make a life.

To those of us who have specialized in mental health it is gratifying to see more and more parents and educators taking to heart the idea that the schools can and should help the young toward satisfaction in living and toward healthful, happy relations with others.

We need to understand too that the teacher's personality is just as important as his methods. To be effective, the teacher needs the ability to love and inspire, to feel and sympathize with his students. Yet to help students to better mental health, teachers must themselves have wholesome personalities. They also need in their background a knowledge of group living, family life, personality, and

methods of strengthening mental health. These are rigorous qualifications that call for candidates of high professional caliber.

We need to appreciate that the teacher who strives toward broad educational goals faces serious obstacles. He may lack the sympathetic understanding of his superiors; his classroom may be overcrowded; he may be accused of being uncooperative. Then there is the controversy over "frills" in the curriculum, the censorship of teachers' behavior, the lack of public appreciation as indicated by the scale of teachers' salaries.

And this is not all. Besides outer conflicts, the teacher may face personal problems or have family difficulties. He may have problems in relation to his supervisors and his students. To top off all this, many communities offer only meager opportunities to teachers who may need counseling.

You see, then, that we have here a complex picture, especially when you consider that these are only some of the problems communities need to keep in mind as they examine the question of staffing their schools. The answer cannot be arrived at just by introducing pensions or raising salaries. I would not deny the value of these, but the things our teachers want most, money can't buy. They want dignity and confidence, trust and understanding.



#### **Dorothy McCullough Lee**

*Member, Board of Parole, U.S. Department of Justice, and Former Mayor, Portland, Oregon*

I THINK we must be realistic about this problem. We must recognize that we cannot hope to attract or keep young people of intelligence and talent in the teaching field unless we pay them a salary commensurate with the importance of their work and the qualifications they need to possess. For far too many years the taxpayers in many a school district seemed to expect to get good teachers for little or nothing. That short-sighted policy forced hundreds of our finest young people to seek greener pastures financially. The mistake has been remedied in a great many of our states, but it will take years to overcome the short-sightedness of the past.

We know of course that man does not live by bread alone, and neither do teachers. We give them one of the most important tasks in this world, that of educating and molding young America, but we have not always given them the honor and respect such a task deserves. We have paid dearly for this thoughtlessness. There can be little doubt that many have turned from the teaching profession to seek careers valued more highly by the general public. There are fine, talented young people who want to devote their lives to teaching. But they also hunger for real recognition of the task to which they would give so much.

Most of us want to feel that in our own way we are serving and serving well. We want to feel that we are making a real contribution to the world's work. There is no more important contribution than that of teaching our children, the future citizens of our nation. But do we always let our teachers know how we feel about their work?

If every community can find and keep the right kind of teachers, we need not fear for the American way of life. But to keep such teachers we must make them want to continue teaching.

Let's be realistic. Teachers are human beings, swayed by the same emotions as other people. As parents and other citizens we must treat our teachers with honor and dignity. We must make a special effort to show them we know and feel the importance of the job they are doing.

## **A GUIDE FOR DISCUSSION**

### **Pertinent Points**

1. Dorothy Thompson sees the teacher as an artist—that is, as one who has a rare and special gift for teaching and inspiring others. How does this point of view influence her thinking on advanced degrees, salaries, and the supervision of teachers? Why are teaching requirements often set up in terms of degrees? What encouragement do some school systems give to teachers who prefer to grow professionally in the way that the Latin teacher here chose?

2. Mrs. Dorothy McCullough Lee points out that, though the teacher is a breadwinner, "Man does not live by bread alone." What two suggestions does she offer for making teaching more attractive as a means of earning a livelihood?

3. George D. Humphrey stresses the fact that teachers, like other employees, are interested in job benefits and working conditions. What improvements does he propose in these areas? What aids does he recommend for promising students who are interested in becoming teachers?

4. Dr. William C. Menninger looks at teachers as personalities who influence and are influenced by others. Why does he regard teachers as all-important in the lives of the young? In an attempt to build understanding for teachers he lists some of the personal and professional problems that many of them face. What are some of these problems? How can school administrators and parents as well as other individuals in the community help to solve teachers' professional problems? What assistance does he propose for their personal problems?

5. What is your P.T.A. doing to man the classrooms of your community? What more can and should be done to carry out the recommendations of the Action Program for teacher recruitment?

### **Program Suggestions**

Arrange a symposium, taking as the subject the Action Program goal of attracting and keeping capable teachers. Let each of four speakers tell how communities can achieve this goal by better meeting the needs of teachers as artists, as breadwinners, as employees, and as individual personalities.

Using the brainstorming technique described on page 19 of the October *National Parent-Teacher*, let the audience suggest ways of getting and keeping capable teachers.

Try role-playing the following situation: It is the last day of school, and Miss Jones has just completed her first year of teaching. She finds two pieces of mail in her box. One is a contract to continue teaching in the same school next year. The other is an offer of a much better paying position in a field other than teaching. Shall she sign the contract or accept the other job? She takes her problem to a trusted colleague who has just completed her last year of teaching and is retiring to live on her pension. The two talk freely about the question.

To highlight the part teachers play in our lives, try the circular response technique (page 23, November issue), letting each person tell what he owes to the most important teachers in his life.

Well-qualified teachers are sometimes handicapped and discouraged by sharp attacks on the school curriculum. Dr. Menninger believes that the most important goal of the school is not teaching children to make a living but teaching them to make a life. Plan a general discussion around this question: What does it mean to teach children to make a life?

### **Films**

*The Teacher* (13 minutes, sound), Encyclopaedia Britannica Films.

*What Greater Gift* (28 minutes, sound), National Education Association.

# New Hope for AUDIENCES



## CONTINUED

WHEN it comes to adopting new ideas we Americans have a reputation for going to extremes. Once we find that a new idea is pretty good, serving our needs and purposes better than its predecessors, we embrace it wholeheartedly and in the same gesture scornfully brush off the old. It often takes us quite a while to realize that there's a place for both in our scheme of things.

You see where this is leading. In the first two installments of "New Hope for Audiences" we pointed out some of the discussion techniques that can pull group meetings out of the dull doldrums created by all-too-familiar types of programs. Often the immediate effect of using a new technique—Discussion 66, for instance, or role playing—is so electrifying that leaders and members alike declare fervently, "This is for us. No more lectures. No more symposiums. Not even a panel."

But after a few months, perhaps longer, they begin to discover that the secret of good programs does not lie in a simple off-with-the-old, on-with-the-new formula. Rather it lies in having a wide variety of discussion techniques at hand and in selecting the particular technique best suited to the concern of the meeting. There are times when a forum is far more suitable to the subject under consideration than Discussion 66 or brainstorming. Circular response and role playing can never take the place of the panel and the symposium. We need always to keep adding to our store of resources, not to replace the old with the new.

In this third installment, therefore, we go back to three time-tried and dependable techniques—dependable, that is, if we use them when they are best suited to our purposes.

### The Panel

The panel is a discussion by three to six people who sit around a table or perhaps in a semicircle and exchange views on some problem or issue. Unrehearsed and informal, such a discussion has the give-and-take of conversation. Panel members may put

"The leader may have to check certain persons in the audience who are wound up for a speech."

questions to one another. They may differ with one another. Or they may expand a point that has been merely touched upon.

This doesn't mean that the discussion wanders about hit or miss. To prevent such aimless meandering the members may decide beforehand what points each will cover—in general, that is. Planning in advance exactly what each person will say defeats the purpose of a panel discussion, which is not to give speeches but to explore a subject together.

There's a good reason for keeping the panel small. When there are only half a dozen people, discussion can flow readily, with all the naturalness of a group of friends thinking together. They are also free to present their various points of view on the subject, for a panel loses its effectiveness if everyone thinks along the same lines.

The panel members should, of course, have more than a casual knowledge of the subject they discuss. They may be professional experts, or each one may have "studied up" sufficiently to have become well informed. Knowledge, however, is not enough to qualify a panel member. He should likewise be able to talk easily and interestingly.

The chairman or leader of the panel, sometimes called a moderator, opens the discussion with a statement about the problem or topic to be explored. Usually it is his job to introduce the panel members or ask each one to introduce himself. At the close of the discussion, he throws the meeting open to the audience. They may make brief comments, ask questions of the panel in general, or direct their queries to individual members of the panel.

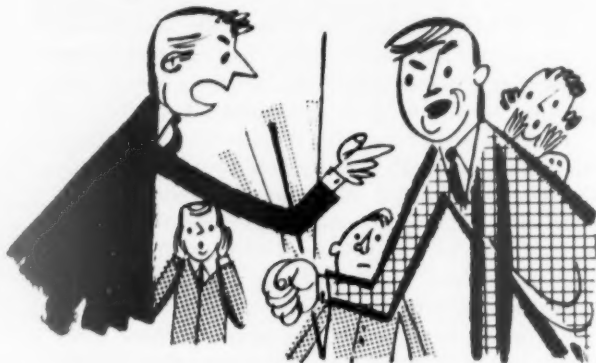
Human nature being what it is, the leader who presides over the meeting may tactfully have to check certain persons in the audience who are wound up for a speech. Again, there may be silences that seem eternities long. It is not always wise to break in on these silences, for a great deal may be happening during a quiet interval. People may be groping for words or turning over a thought in their minds or plucking up courage to speak. A joke or comment thrown



in hastily to keep up the flow of talk may actually cut off or delay the discussion.

Usually about two hours should be allowed for this type of program. Skilled group leaders know the wisdom of closing a meeting while the audience is still absorbed in the discussion. The group need not even arrive at a clear-cut decision, though they will have brought out facts and ideas needed in reaching a decision or in planning the next steps. In closing, the leader may briefly summarize the discussion.

Harry Overstreet, often called the father of the panel method, has this to say about it: "It is the method—or a method—to use when what is called for is a wrestling of several different generous and skilled minds with a single problem, the solution of which demands the insight of all of them. . . . More than any other platform method the panel gives an audience a chance to *watch thinking being done*, not simply to receive the polished or overripe fruit of earlier thought."



"Information, reflection, and maturing judgment are more important than fireworks."

### The Symposium

Like a panel, a symposium is made up of several speakers. It differs from the panel in that these persons give short *prepared* talks on various sides of the same subject. For example, suppose a P.T.A. study-discussion group interested in the problems of adolescence is about to hold its first meeting. The leader may plan a symposium made up of four speakers. One talks about the adolescent's physical growth; the second, his emotional development; the third, his social problems; and the fourth, his need for vocational guidance.

The talks should of course be short, preferably under fifteen minutes. To make the best use of that time the speakers should know in advance what ground each will cover. By presenting a few points clearly and vividly they can avoid the haziness and dullness that may lose the audience's attention.

After each talk the leader may ask for five minutes' worth of questions and remarks from the listeners. In

some meetings these brief intervening discussions are omitted. The talks follow one another without any break, and the audience joins in a discussion only after the last talk. Or there may be both a short question period after each speaker and a general question period at the end.

The symposium is more formal than the panel but less so than the traditional lecture. A distinct advantage of this method is that it brings together several points of view, some of which may even conflict.

### The Forum

The forum today is not too different from what it was in ancient Rome—a public assembly where everybody has a chance to voice his views. Its purpose is to air issues, explore ideas, and interpret information. This kind of program presents a greater challenge to the leader than do some other types, because more people are taking an active part in the discussion, and what happens is more unpredictable.

There is, however, just as much need for careful planning with the forum as there is with other methods of group discussion. A forum should not be merely an outlet for free expression. It should have real educational values, and every member of the group should keep this goal in mind. An adult educator once gave this excellent counsel: "Regard information, reflection, and maturing judgment as more important products of your forum than fireworks."

Be sure that the room is large enough to hold the entire group comfortably. Be sure too that the leader can be seen and heard by everyone.

One variation of the forum method is used frequently in meetings of community-wide interest. This is the lecture forum, actually an educational program on some live issue of broad public concern. The audience may run into the hundreds, and if the program is broadcast, millions more may hear the speech and the discussion that follows it.

At a lecture forum the speaker often leaves the platform immediately after he has finished and finds a place in the audience. The simple effect of this action is to give people the feeling that he is one of them, as if he were saying "I am a fellow seeker, not an all-knowing expert." Whenever questions are put to him, the leader repeats them clearly, since voices do not always carry to all parts of the room. In the interval the lecturer can think about how to answer.

Just before the close of the meeting, the leader takes a few minutes to sum up the important points that have been made both in the lecture and in the discussion. Sometimes indeed it is desirable for him to interpose brief summaries during the course of the discussion, especially when ideas have been flying back and forth with great speed. At such times people like to know where they've been and what ground they've covered before venturing into new territory.



# 101 Questions

## About Public Education

Committee on School Education

National Congress of Parents and Teachers

John W. Studebaker, Chairman

Last spring, assisted by state presidents and other parent-teacher leaders, the Committee on School Education asked parents throughout America to decide what questions about education and the schools seemed most serious and important to them. Hundreds of these queries came flooding in to the committee from almost every state in the Union. From among them 101 were selected as most representative of country-wide concern. The answers are appearing in a series of articles, of which this is the second.

### 13. What is the responsibility of the school for character education?

The American school accepts character education as among its first responsibilities. Some educators today prefer the term *moral and spiritual education*, but whatever the label, the purpose is the same: to develop people who will live by the Golden Rule and put it to work for the greatest good of the greatest number.

There was a time when it was thought that good character could be taught by stressing a series of traits. In 1925, for example, one school system provided a daily fifteen-minute character lesson. The subjects assigned were morals on Monday, manners on Tuesday, respect for property on Wednesday, safety on Thursday, and thrift and patriotism on Friday. Educators now know that knowledge about right conduct does not necessarily bring about right conduct. A more modern psychology recognizes that character education must be a part of the teaching of every subject—of a larger action stressing all moral and spiritual values in a setting as large as life itself.

### 14. Can moral and spiritual values be taught to children in the public schools without becoming involved in differences between faiths and the creeds they uphold?

Yes, educators believe it is possible. This conviction is demonstrated in *Moral and Spiritual Values in the Public Schools*, published by the Educational Policies Commission

of the National Education Association. *Moral and Spiritual Education in Home, School, and Community*, a program aid for parent-teacher associations based on that book, was published in May 1953.

"The basic moral and spiritual value in American life," says this significant document, "is the supreme importance of the individual personality." From it stem other values—that each person should feel responsible for his own conduct; that institutions should be the servants, not the masters, of men; that common consent is better than violence; that the human mind must have access to truth; that we must foster excellence in mind, character, and creative ability; that a concept of brotherhood must take precedence over selfish interests; and that each person should be offered spiritual experiences which go far beyond the materialistic.

Values, like character, grow out of the child's total experience. Education in moral and spiritual values takes place every hour of the school day. It takes place when children, after pledging allegiance to the flag, discuss the meaning of "with liberty and justice for all." It takes place when the troublemaker on the playground is told to play by the rules or get out. It takes place when the English class studies the consequences of Macbeth's surrender to his ambitions. It takes place when the science class learns the methods employed by scientists. It takes place when the sociology class, after a community survey, writes a series of articles for the local paper on "Needed Improvements in the Community." Every activity, every remark of the teacher, every relationship of students with students, every subject, even the school building itself, is teaching young people values of some kind.

According to the Educational Policies Commission, "Only a school served by a staff whose members are themselves sensitive and responsive to moral values; a school with a broad, humane, and flexible curriculum; a school steeped in a philosophy which commands respect for the personality of each child that it touches can hope for success." As long as the schools adhere strictly to such a program of developing moral and spiritual values there is very little danger of becoming involved in sectarian differences.

But the richest spiritual heritage of mankind is religion. What can the public schools do about transmitting that heritage, committed as they are to avoiding sectarianism?

A committee on religion and education of the American Council on Education has examined the question and

believes it has a practical answer. The committee has found that some schools and school systems prefer to leave religion to the home or to the church. The classroom remains silent. "But silence creates the impression in the minds of the young and of parents that religion is unimportant, that the schools are indeed Godless."

On the other hand, some schools and school systems include religious activities in the classroom. They permit prayers, religious songs, and extensive Bible reading; grace before meals and prayers before athletic contests; and religious club meetings in school buildings. They give credit toward high school graduation for Bible study outside school. Such practices are looked upon with disfavor in some communities.

But there is, says the committee, another promising approach. It consists of a factual study of religion, wherever and whenever it can be tied in with courses of study. This means giving classroom attention to the facts and values of

citizens are becoming aware that though knowledge and attitudes are important, they are not enough.

Superintendent Henry M. Gunn of Palo Alto, California, recently told parents of his school district: "Citizenship cannot be taught entirely out of a history or civics textbook. It takes specific character training to develop ideals.

"Palo Alto schools require that a pupil study history and the mechanics of government, but instruction does not stop there. Throughout his entire school career he is being trained in good citizenship habits. In the kindergarten this may mean learning how to work peaceably with other children, how to accept the rules of the class, how to respect the property of other children, how to avoid causing trouble in his little school community. In every succeeding class it means learning (1) that personal freedom can come only through respecting the rights of others, (2) that citizenship in a democratic country requires conformity to decisions of the majority and loyalty to the ideals and the institutions of the country, and (3) that preservation of a maximum degree of freedom under law for every individual is all important."

To help schools in their search for ways to teach citizenship, three major undertakings have recently been launched: the Citizenship Education Project of Teachers College, Columbia University; the Citizenship Education Study of the Detroit Public Schools and Wayne University; and the Civic Education Project of Cambridge, Massachusetts. William S. Vincent, director of the Citizenship Education Project at Columbia, told the National Conference on Citizenship in Washington, D. C.: "We have come to realize that you can't make good citizens solely by reading and talking about good citizenship. Good citizenship is a way of behaving. It is a matter of action. And if we know one thing about how people learn, it is this: Active things you learn through action. Imagine trying to teach a girl to sew without a needle and thread. Active things require some sort of laboratory approach, and good citizenship is no exception."

To get a laboratory approach to citizenship, it is becoming frequent practice for pupils to act as volunteers for community services sponsored by civic clubs; to help make community surveys of housing or traffic problems; to visit legislatures, courts, and political headquarters; to attend labor union and chamber of commerce meetings; to report on political rallies; and to analyze political campaign speeches.



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religion and helping pupils to understand what religion has done and can do for better living. The social studies offer the best opportunity for such a factual study about religion, but it can also be tied in with literature, art, music, and science.

#### 15. How do the schools teach citizenship?

Good citizenship is composed of at least three elements: *knowledge*, *attitudes*, and *action*. Since the founding of our nation, knowledge has always been furnished by the schools through courses in American history, civics, and other subjects. Attitudes have been stressed through such activities as the celebration of patriotic occasions, stories about great men who have built our country's history, reciting the pledge to the flag, and singing the national anthem.

It is in the area of action that more has been done in recent years than ever before. Teachers as well as other

#### 16. Has the enlargement or enrichment of the public school curriculum come about as a result of public demand, or have the new subjects and activities been thrust upon children by educators?

If any single force is responsible for the changes in the public school offerings, that force is the fast-changing, vastly complicated developments of modern life. New machines, technological progress, new knowledge of child growth and psychology, economic and social changes such as the growth of organized labor and big business and expansion of the function of government—all these play a part in molding the curriculum. So also do problems of survival thrust upon the world by a Hitler or a Stalin.

In recent years some of the educational tasks of the home have been shifted to the school. How many parents nowadays teach their girls to sew or their boys to repair the simplest machines?

Most surveys show that the majority of our school systems are relatively slow in adopting changes in curriculum and method. Educators usually have not vigorously advocated radical revisions of curricular offerings.

Paul R. Mort and Francis G. Cornell, who made a study of how changes take place in the curriculum, concluded that professional educators may be influential in nationwide changes that gradually take place over a period of years. But such changes, at least those of any fundamental nature, generally come about only with the approval, if not the active support, of thousands of school boards.

### 17. Do the schools today teach the three R's as well as they did in the old days?

The answer to question 2 last month indicated that the schools of today are doing a good job of teaching the three R's. But how well did the schools of fifty and seventy-five years ago do this?

In 1885 H. S. Jones, superintendent of schools in Erie, Pennsylvania, in his annual report to the board of controllers, complained of the low level of learning of pupils from outside the city who sought admission to his schools. He gave these examples:

"I have begun fracksons I have Geogefry."

"In the thert class I adet Munter plied and subtracted."

"I wheto school ine co Comton corner school first Armithtic classe Fourth Reader."

"I like to cone to school I like to read to speel and to work essample."

It should be remembered that the schools of those days concentrated on teaching the three R's. Yet dissatisfaction with the results, expressed by Superintendent Jones seventy-five years ago, was common. It may be more profitable, therefore, to look at these facts about the teaching of the three R's in 1953:

1. Four times as many classroom hours are devoted to teaching the three R's today as a hundred years ago, even though more subjects are being taught now than ever before.

2. The schools are teaching the three R's to all children, bright and dull, because almost every child attends school.

3. More is demanded from the three R's today. Adults who want a child to develop only the skills sought in schools of their own day fail to recognize that modern living makes more exacting demands on the individual. Skill in reading must go far beyond the ability to call words on the printed page. Skill in spelling must go beyond the ability to spell lists of words out of context. Skill in arithmetic must go beyond the ability to manipulate numbers apart from the things to which they apply. One of the chief obligations of today's elementary school is to help boys and girls develop the abilities in the three R's that are essential to living well in our complex society.

### 18. Why don't we go back to the teaching of fundamentals in education and lop off the frills?

Let's establish first what we mean by "fundamentals" and what we mean by "frills." To the ancient Persians, teaching boys to ride horses was a fundamental, and teaching them to read was a frill. In a primitive fishing community teaching children to fish would be a fundamental, and teaching them to spell, a frill. In modern days learning how to cross a street might be very fundamental, a case of life and death, and learning about ancient Egyptian dynasties, a frill.

Reading, writing, and arithmetic are considered fundamental subjects, but do they provide a child with all the abilities needed for living today? A person competent only in reading, writing, and arithmetic would have a hard time living in a world where voting, driving a car, and filling out an income tax return—to name only a few tasks—are common problems.

What fundamentals are needed today? Some say the "Four C's"—communication, computation, cooperation, and citizenship. Others expand this list of minimum essentials. When Earl Bunting, a prominent businessman now executive head of the National Association of Manufacturers, was asked a few years ago what he thought was fundamental in education, he replied: "Certainly businessmen would like their children properly trained in the formal courses of the curriculum. But they are equally concerned that the child's attitudes and ideals are developed for healthy social living. This means that the schools must develop an appreciation for our form of government, an appreciation of the values in a job well done, the ability to get along with people, and respect for the socially accepted moral code. Businessmen would have the schools teach . . . the meaning of democracy, not only its freedoms and opportunities but also its responsibilities."

Note some of the words in this statement: *attitudes, ideals, social living, values, democracy, freedoms, responsibilities*. Are these fundamentals, or are they frills?

### 19. If the schools are really teaching spelling, why is it that so many high school graduates are poor spellers?

Some people will always be relatively poor spellers for the same reason that some will remain poor runners. People differ in their capacities to become expert in any skill, and that is a reflection neither on them nor on their teachers. Some famous literary figures have been known to be weak spellers, and some who have little to communicate have the knack of spelling jawbreakers. There is no evidence that the schools have given up spelling instruction. There is evidence that children today are getting good practice in spelling words used in everyday life.

That spelling is not a lost art was proved by the 1950 National Spelling Bee. For these annual events, held in Washington, D. C., each state chooses a champion speller from its schools, public and private. These then compete in the National Spelling Bee in Washington. In 1950, for the first time in twenty-three years, state champion spellers whizzed through the official list, called for three extra-tough supplemental lists, and refused to be spelled down. Result: two national spelling champions, Diana Reynard, twelve, from Ohio and Colquitt Dean, fourteen, from Georgia. Nothing stumped them, not even *tessellated, ichthyology, estrogenous, alkalescant, or meerschbaum*.

### 20. How well do our public school students read?

They're doing well in silent reading, not as well in oral reading as did students in former years. "Studies indicate," say William S. Gray and William J. Iverson, two authorities on reading, "that pupils read more rapidly, on the average, and understand what they read somewhat better than they did formerly. . . . The fact that achievement in oral reading, as measured by the tests used, has decreased in some schools is unfortunate because many parents judge the efficiency of their children in reading only in terms of competence in oral reading."

If the child is to acquire the ability to read in a way that will help him through life, he must do more than recognize words, sound them out, and understand their meaning. He must understand entire passages, chapters, books. He must know how to reflect on what he reads. He must know how to evaluate what he reads, and discover relationships between what he has just read and what he has learned earlier. Furthermore, he must know how to use what he reads. And in this day, when the printing presses are turning out countless books, brochures, news-

papers, magazines, and other "literature," the pupil must acquire the ability to scan, browse, skip, disregard the worthless, recognize the important, read fast when necessary and thoroughly when required.

There is heartening evidence, in the form of comprehension-test results and in the way pupils learn to manage their reading time under guidance, that children today are acquiring these more difficult skills also.

## **21. How may we educate our children to be ready for the world problems confronting them?**

An important step is to become better acquainted with the peoples of the world and with their problems. This means, in part, learning about hitherto "neglected areas" of the globe. We have given too little attention to the life, ideals, hopes, and problems of people in Latin America, India, the Orient, and even to those of Europe. Geography in its fuller meaning is studied by very few of our high school students. Such a vitally important subject deserves a definite place in the program of every high school student. In addition to his history courses he needs fresh, firsthand accounts of how the peoples of the earth live today. Such information will do much to help boys and girls make up their minds about the world's problems.

What methods should the schools use? Several proposals have been made. It is urged, first, that elementary schools cease to emphasize the "strange ways" of our African or Chinese "cousins" and give children realistic pictures of how people live and work in all parts of the globe. Also teachers of elementary school children should spend more time on current history and problems, using, in addition to textbooks and reference works, the classroom periodicals now available for most grade levels. Most of these classroom periodicals are prepared with the same scholarly attention to accuracy and objectivity as are textbooks.

It is urged likewise that the study and discussion of current affairs be universally established as a regular weekly experience for all high school students; that the high schools adopt a course dealing entirely and thoroughly with major current problems and their backgrounds; and, finally, that *all* students in grades nine through twelve be required to take a full-time course in social studies—civics, geography, history, economics, psychology, sociology—during each semester.

## **22. Should our schools teach about the United Nations and UNESCO? If so, how? As a separate study or integrated into the regular program?**

As long as the U.N. exists as a part of a serious effort to establish world peace and as long as the United States is a member of it, the schools have an obligation to inform pupils about its purposes, achievements, failures, limitations, and hopes. The specialized agencies too—and especially UNESCO, concerned as it is with education, peace, and welfare—merit discussion and study at the proper levels and in connection with appropriate subjects. The Educational Policies Commission of the N.E.A. and the American Association of School Administrators insist that teaching about the U.N. and its agencies is "an obligation resting upon all public schools in the United States."

This is not to say, however, that the public schools should propagandize for the U.N. or its agencies or give them disproportionate amounts of class time or squeeze out other vital subjects to make room for them. Each school system, each school, and each classroom teacher will have to weigh the various parts of the curriculum to see how a study about the U.N. and UNESCO can be included.

The Los Angeles board of education, for example, stipulates: "Schools may provide opportunities for the

factual study and impartial discussion of the history, organization, purposes, activities, achievements, and weaknesses of the United Nations and its agencies.

"Extracurricular activities will be allowed as long as no attempt is made to make them the instruments for advocating or opposing certain social, economic, political, or governmental philosophies.

"Teachers must not give undue emphasis to the United Nations or stretch it out of proportion to its significance in the educational program as a whole."

## **23. Should we teach our boys and girls to hate Communist boys and girls?**

No. But our boys and girls should be taught to hate the Communist tyranny that has enslaved the people of Russia. The boys and girls in Russia are not responsible for that tyranny. If our interest is in preventing a world war of H-bomb enormity, our teaching should be directed toward that end. Teaching a hatred of people might do just the opposite. Hatred is a poison that distorts man's reason and diverts him from rational, purposeful action.

## **24. What should we teach our boys and girls about war?**

There is no simple answer to this difficult and serious question. Very early in the intermediate and junior high school grades children begin to realize that since the beginning of human life on earth, man has fought—first family wars, then tribal wars, then wars between nations.

Because we have always had war does not mean that we always must have war. We should teach that men of good will everywhere are doing all in their power, and with their best thinking, to prevent another world war. We should teach about the destructive power of the H-bomb. "This horror must not be," President Eisenhower has said. "We must strive faithfully for peace," which can be won only by "courage, knowledge, patience, and leadership."

We must explain what is meant by the legitimate aspirations of nations and why our President has said that we must seek to understand those aspirations. We must teach that as a nation we cannot go it alone or do as we please without regard to the effect on other nations.

We must explain to the child the meaning of "cold" war—the world-wide struggle for men's minds, with freedom defending itself against the infamy of Communism.

We should teach that each citizen owes personal allegiance and patriotic duties to his country in return for the many advantages it gives him. Among these are the willingness to bear arms and to serve in its armed forces in time of emergency.

Students must learn that the causes of war are complex and not easily traced. They must learn to face realistically the struggles for power among nations and realize that so long as there are aggressor nations in the world, animated by no moral restraints, other peace-loving and freedom-loving nations must stand ready to defend themselves and to cooperate with each other. They must learn that many efforts have been made over hundreds of years to organize nations for peace. None has been wholly successful; but some hopeful plans have been developed in our century.

We must not fail to hold out the hope that the world will not always be on the brink of a hot war because of the tensions and suspicions aroused by the cold war. We can explain to the child that our government's purpose and program now are to deter Russia from starting a world war. If we succeed in that, then can come the opportunity for both sides to develop less hostile and more friendly relations with each other.



# Personality in the Making

## STUDY COURSE GUIDES

### I. PRESCHOOL COURSE

Directed by Ruth Strang

"How To Distinguish Democracy's Child" (page 14)

#### Points for Study and Discussion

1. The good citizen of a democracy is first of all a good person, one who understands and respects other people and cooperates with them in attaining worthy goals. What can parents do during the preschool years to help a child become that sort of person? Which of the following points of view receives most emphasis in this article? Do you agree with it or not? Why?

- That young children should master the history and traditions of our country.
- That they should practice democracy in their daily relations with one another.
- That they should be taught to share their toys and to have respect for the property of others.
- That parents should make a child behave according to their ideals of what constitutes good conduct.
- That parents of a young child should spend time on the direct teaching of democratic principles and ideals.
- That parents should help a child respond to his environment in ways that are appropriate and healthy at each stage of his development.

2. What do you think is meant by a "nondisciplinary father"? A father who never says "No" to a child, lets him do just as he pleases? A father who sets certain firm limits to the child's behavior—such as "You cannot hurt your little brother," "You cannot go out to play while you still have a bad cold," "You must never run out in a busy street after your ball"? A father who is passive and indifferent, doesn't seem to care what the child does? A father who never uses harsh punishment?

3. In what ways are the ideals and values of democracy and Christianity alike? What kind of family life and guidance can make these values a basic part of a child's personality?

4. What do you think is meant by a "mother who displayed affection"? A mother who does everything for her child—fulfills his every wish? A mother who says (in effect), "I'll love you as long as you are good, but you'll lose my love if you are naughty." A mother who conveys to her child this feeling: "You are my child and I'll always love you through thick and thin, even though sometimes I don't like what you do"? A mother whose child is all she has, who devotes her life to him?

5. Why can't the six factors mentioned in Dr. Levy's study be taken as an answer to the question: "What distinguishes the life history of democracy's child?" Which of the following conditions should be considered?

- That the study was made of people who grew up in a culture different from ours.
- That many subtle factors in parents' behavior and its meaning to the children could not be studied.
- That other factors, equally important, might not have been included for study.
- That standards for determining "anti-Nazi dedications in adulthood" were inadequate.
- That there may have been other shortcomings in the study that could not be avoided under urgent conditions.

6. The following are a few snapshots of preschool be-

havior. Which of these experiences do you think are good preparation for living in a democracy? Which do you think might be poor preparation? Why? Be sure to consider the age of the child in each instance.

- During Teddy's second and third years, when he is eager to explore and investigate all sorts of things, his mother constantly says "Don't." At first Teddy rebels; then he becomes submissive. His mother tells her friends what a good boy she has. Why should she not be pleased with such behavior at his stage of development?
- One day between Johnny's third and fourth years he and several friends are building a tunnel in the sand. Billy isn't of much help; in fact, he does more to fill the tunnel with sand than to clear it out. Finally Johnny says, "Billy, we need a railroad station for the cars to go to. You go over there and build one." Billy likes this idea, and the building of the tunnel proceeds more rapidly.
- During Ray's fifth year, several children are playing together. Ray throws sand in the others' hair. "You go away, Ray. You can't play with us when you do things like that," the other children say. Is this a democratic way for them to behave? Should the parent who is watching do anything about it?

#### Program Suggestions

In every community there are usually some persons who stand out as good citizens. They are not necessarily the richest or the most influential people in the community, but "the basic ideals and values of democracy are an inalienable part" of them. If your meeting is fairly small and informal, invite two or three of these persons to attend. Get their permission to question them about their early years, as far as they can remember them. Find out about their relations with their parents, how they played with other children, the number of children in their families, and so on.

If your meeting is to be large, interview these selected persons beforehand and report the interviews to the group. Keep the reports impersonal, not mentioning names. Use them as a basis for discussing the kind of home that favors the development of "democracy's child."

Reread Rosemary Lippitt's article, "How Friendly Is Your Child?" in the October 1953 issue of this magazine. Then suggest role-playing situations in which preschool children cooperate with adults and with other children.

If there are more than fifty people at the meeting, it may break up into groups of six or seven, each group selecting one of the foregoing discussion questions or others in which they are interested. After first choosing a leader, they state the question clearly in their own words. Then answers are suggested and evaluated and the best answer is agreed upon. During the last half hour of the meeting each leader reports on the deliberations and conclusions of his group.

#### References

##### Books:

- Boettiger, Elizabeth F. *Your Child Meets the World Outside*. New York: Appleton-Century, 1941.
- Fahs, Sophia L. *Today's Children and Yesterday's Heritage*. Boston: Beacon Press, 1952.
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Witmer, Helen L., and Ruth Kotinsky, editors. *Personality in the Making*. New York: Harper, 1952. Chapters V and IX.

#### Articles in the *National Parent-Teacher*:

- Allen, Frederick H., M.D. "The Roots of Aggression." April 1949, pages 4-6.  
Fitch, Florence Mary. "Thumbs Down on Prejudice." February 1949, pages 21-23.  
Folsom, Joseph K. and Jean R. "The Measure of Responsibility." March 1950, pages 23-25.  
Ross, Helen. "Learning To Live with People." November 1949, pages 4-6.

#### Films:

*Children Growing Up with Other People* (23 minutes, sound); British Information Services. *Children Learning by Experience* (40 minutes, sound); United World Films. *Early Social Behavior* (11 minutes, sound); Encyclopaedia Britannica Films. *Meeting Emotional Needs in Childhood: The Groundwork of Democracy* (33 minutes, sound); New York University Film Library. *Your Children and You* (31 minutes, sound); British Information Services.

## II. SCHOOL-AGE COURSE

Directed by Bess Goodykoontz

"How To Distinguish Democracy's Child" (page 14)

### Points for Study and Discussion

1. The author lists several possible meanings for "democracy's child." Which does she choose for this article?
2. Dr. Kotinsky says, in paragraph 3, that we lack sure knowledge of the kinds of experiences in childhood and youth that promise democratic behavior in adulthood. What experiences do most of us believe are desirable for that end?
3. How might the six factors found to be related to anti-Nazi allegiance among German prisoners of war have helped to give these men, in childhood, a feeling for democracy and against Nazism? Why should we be cautious in applying these factors to distinguish children growing up in a democratic country like the United States?
4. Why should it be significant and reassuring to us that any three of the factors in the study quoted "were likely to reveal anti-Nazi dedications in adulthood"?
5. What evidence do you yourself have to support the author's conclusion that democracy's child, when he is growing, is chiefly distinguishable by the home he comes from? Which of the factors outlined by Dr. Levy support this conclusion? Which might be used to question it?
6. Can you from your own experience give illustrations of the way homes or schools have helped to lay "the cornerstones of democratic living" that are named by the author? Would you add any other cornerstones?
7. In concluding, Dr. Kotinsky calls our attention to the need for watching the "progress of a child's sound development," in democratic behavior as well as in other aspects of living. Have you noticed such progress when observing children of different ages—say, a six-year-old and a ten-year-old? Give illustrations.

### Program Suggestions

This topic affords us an excellent chance to consider how the school provides both the climate and the opportunity for growth in democratic behavior—especially since the foregoing questions emphasize the role of the home.

Some time before the meeting you might like to divide the members into small visiting groups of two or three persons and arrange with the principal to have each group visit in a different room. Then at the meeting the groups of visitors can report on evidences they observed that children are achieving "the cornerstones of democratic living."

If this plan is not feasible, perhaps several teachers from different grades might briefly describe the various ways in which their pupils are practicing democratic behavior.

The film *Learning Through Cooperative Planning* (20 minutes, sound), produced by Teachers College, Columbia University, would be excellent as a means of starting discussion. Another suitable film is *Practicing Democracy in the Classroom* (22 minutes, sound), produced by Encyclopaedia Britannica Films.

If people in your community have been discussing textbooks and whether or not they teach democracy, this topic might justify inviting the curriculum director, supervisor, principal, or school librarian to show some of the textbooks in use, to read pertinent sections from them, and to tell how they are used. (Review "Johnny's Textbooks" in the June 1953 *National Parent-Teacher*.)

If your community or school has had problems in assuring fair treatment to all persons, without regard to color, sex, religion, income, or place of residence (see the first of the "cornerstones of democratic living"), this topic might be used to emphasize human rights.

## References

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- Educational Policies Commission. *Learning the Ways of Democracy*. Washington, D. C.: National Education Association, 1949.  
Langdon, Grace, and Stout, Irving W. *These Well-adjusted Children*. New York: John Day, 1951. Chapters 4 and 6.  
Overstreet, Bonaro W. *Freedom's People*. New York: Harper, 1945.  
Witmer, Helen Leland, and Kotinsky, Ruth, editors. *Personality in the Making*. New York: Harper, 1952. Chapter IX.

### Pamphlets:

- Democracy in Education*. Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D. C. 50 cents.  
Osborne, Ernest. *Democracy Begins in the Home*. Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

### Articles in the *National Parent-Teacher*:

- Black, Irma Simonton. "Responsibility Scaled to Size." December 1951, pages 8-10.  
Goldberg, Miriam L. "The Genesis of Good Citizenship." January 1953, pages 8-10.  
Johnston, Eric A. "Today's Family—Tomorrow's World." October 1949, pages 17-19.  
Osborne, Ernest G. "Not Too Young To Share." October 1950, pages 23-25.  
Overstreet, Bonaro W. "A Tool Kit of Psychological Insights." December 1948, pages 10-12. (Read for program suggestions on how psychological insights help to develop democratic ways of working in groups.)

## III. THE AGE OF ADOLESCENCE

Directed by Ralph H. Ojemann and Eva H. Grant

"How Strong Is Their Conscience?" (page 10)

### Points for Study and Discussion

1. Why, according to the author, is moral guidance more essential to a child than any other guidance? What may happen when a person of high intelligence grows up without moral guidance? Give illustrations.
2. Why do young people have a tendency to misinterpret the meaning of *equality* and *freedom*, the very essence of democracy? Think of two or three examples of ways in which a teen-ager might misunderstand the meaning of *equality*. Similarly what pitfalls are created by a misunderstanding of the word *freedom*?
3. What principles does Mr. Trueblood set forth to help parents in the practical task of developing their child's conscience? Does he feel that indirect teaching—through actions and everyday behavior—is preferable to direct teaching? Why or why not?
4. "Moral teaching." Mr. Trueblood reminds us, "is conducted not so much by a separate lesson in ethics once in a while as by a constant consideration of the ethics of

every decision." Suppose you and your family are sitting around the dinner table talking over the day's events. What are some ethical problems that any or all of you might bring up? For instance, Father might suddenly say, "I just remembered that I walked out of the restaurant after lunch without paying my check." Or Sister might say, "I promised Polly I'd invite her to my birthday party, but none of the other girls like her. They'd have a better time if she wasn't there." Or Mother might confess, "I know I should vote tomorrow, but I don't see how I can go to the polls and get my shopping done too." What ethical considerations should the family take into account in arriving at a solution to each problem?

5. What three basic moral teachings can parents impart to a young child to strengthen his developing conscience? Illustrate each with examples from your own observation.

6. What are some moral principles that youngsters usually do not grasp until they have reached adolescence? Discuss how each principle may be taught—bearing in mind that teen-agers are often influenced by other young people to try something "just this once," even though their conscience may warn them against it.

7. An impressionable adolescent quotes this statement to you: "Conscience is merely a set of conventions that society imposes on the young." How would you answer him?

8. Modern life brings all of us face to face with many complex moral conflicts. What can we do to nourish the conscience of a young person so that it will be strong enough to resist the pressures which constantly threaten his ideals?

### Program Suggestions

Leaders will find a wealth of program possibilities in "New Hope for Audiences," the series of articles that began in the October *National Parent-Teacher*. If the group is large enough, try Discussion 66 (October issue), each subgroup selecting one of the foregoing "Points for Study and Discussion." The same points might be taken up by a panel (page 29, this issue), or a symposium (page 30, this issue) might be planned around the topic "Strengthening the Conscience of Modern Youth."

Like the forum, a circular response session (November issue) would give every member a chance to contribute his ideas on a subject on which everyone has strong convictions. The role-playing technique (November issue) could be used effectively to dramatize the situations suggested in point 4 and the others that occur to the group.

Any discussion of this topic would be more sharply focused if young people were invited to participate.

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- Havighurst, Robert J., and Taba, Hilda. *Adolescent Character and Personality*. New York: Wiley, 1919. Chapters 8 and 23.  
Malm, Marguerite, and Jamison, Otis G. *Adolescence*. New York: McGraw-Hill, 1952. Chapter 2.  
Trueblood, Elton, and Trueblood, Pauline. *The Recovery of Family Life*. New York: Harper, 1953. Chapters I and V.

#### Pamphlet:

*Moral and Spiritual Education in Home, School, and Community*. National Congress of Parents and Teachers, 600 South Michigan Boulevard, Chicago 5, Illinois. 25 cents.

#### Articles in the *National Parent-Teacher*:

- Bloch, Donald A., M.D. "Don't Be Afraid of 'Don't.'" December 1953, pages 4-6.  
Courtenav, Mary E. "Changeless Values in a Changing World." December 1952, pages 7-9.  
Nye, Kenneth E. "Faith for a Lifetime." December 1950, pages 8-10.  
Tead, Ordway. "Youth's Quest for Religion." December 1952, pages 25-27.

#### Film:

*What is Conscience?* (10 minutes, sound). Coronet.

## MOTION PICTURES PREVIOUSLY REVIEWED

### Junior Matinee

*Bandits of the West*—Good western for all ages.  
*Below the Sahara*—Excellent for all ages.  
*Big League*—Excellent for all ages.  
*The Caddy*—Good for all ages.  
*The Kid from Left Field*—Good for all ages.  
*The Sea Around Us*—Excellent for all ages.

### Family

*The Actress*—Good for all ages.  
*All American*—Entertaining for all ages.  
*Area*—Entertaining for all ages.  
*Charge at Feather River*—Yes for all ages.  
*Give a Girl a Break*—Entertaining for all ages.  
*The Joe Louis Story*—Good for all ages.  
*Little Boy Lost*—Good for all ages.  
*Marry Me Again*—Good farce for all ages.  
*The Master of Ballantrae*—Entertaining for all ages.  
*Melody*—Interesting for all ages.  
*Midler Scoutmaster*—Amusing for all ages.  
*The Open Window*—Excellent for all ages.  
*Paratrooper*—Entertaining for all ages.  
*The Robe*—Yes for all ages.  
*Scandal at Scourie*—Good for all ages.  
*She Had To Say Yes*—Yes for all ages.  
*Sweethearts on Parade*—Entertaining for all ages.  
*The Sword and the Rose*—Yes for all ages.  
*The Tiffield Thunderbolt*—Good fun for all ages.  
*The Village*—Good for all ages.

### Adults and Young People

*The Affairs of Dobie Gillis*—Poor for all ages.  
*Back to God's Country*—Children and young people, no; adults, matter of taste.  
*The Band Wagon*—Very good for all ages.  
*The Beggar's Opera*—Children, no; young people, mature; adults, excellent of its type.  
*The Big Heat*—Children, tense; adults and young people, good of its kind.  
*A Blueprint for Murder*—Children, probably dull; young people, reasonably lively; adults, sick thriller.  
*Champ for a Day*—Matter of taste for all ages.  
*China Venture*—Fair for all ages.  
*Columbo South*—Poor for all ages.  
*Combat Squad*—Children, tense; adults and young people, good of its type.  
*Conquest of Cochise*—Poor for all ages.  
*The Cruel Sea*—Powerful and exciting for all ages.  
*Desperate Moment*—Children, tense; adults and young people, exciting.  
*Devil's Canyon*—Children and young people, no; adults, matter of taste.  
*The Diamond Queen*—Mediocre for all ages.  
*From Here to Eternity*—Children, no; young people, mature; adults, excellent.  
*Half a Hero*—Fair for all ages.  
*I, the Jury*—Children, no; young people, unwholesome; adults, matter of taste.  
*Main Street to Broadway*—Fair for all ages.  
*Mask of the Himalayas*—Excellent of its type for all ages.  
*Meiba*—Good of its type for all ages.  
*The Moon Is Blue*—Children and young people, no; adults, matter of taste.  
*The Moonlighter*—Children and young people, no; adults, mediocre.  
*99 River Street*—Very poor for all ages.  
*Paris Model*—Poor for all ages.  
*Plunder in the Sun*—Fair for all ages.  
*Return to Paradise*—Children, no; young people, yes; adults, fair.  
*Ride Vaquero*—Children, no; young people, poor; adults, matter of taste.  
*Roman Holiday*—Excellent for all ages.  
*Sailor of the King*—Children, possibly; adults and young people, excellent of its kind.  
*Something Money Can't Buy*—Excellent for all ages.  
*Stalag 17*—Children, mature; young people, yes; adults, excellent of its kind.  
*Terror on a Train*—Children, good; young people, excellent; adults, gripping.  
*Thy Neighbor's Wife*—Poor for all ages.  
*Tonight at 8:30*—Children, possibly; young people, mature; adults, fair.  
*Vicki*—Children, possibly; young people and adults, entertaining thriller.  
*Volcano*—Poor for all ages.

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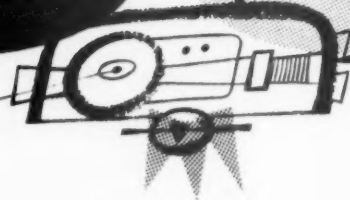
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# Motion

# picture



## reviews

**PREVIEW EDITOR, ENTERTAINMENT FILMS**  
MRS. LOUIS L. BUCKLIN

### JUNIOR MATINEE

*From 8 to 12 years*

**Tumbleweed**—Universal-International. Direction, Nathan Juran. A straightforward little western in which, for a change, Audie Murphy has a real hero's role. Because the wagon train for which he is responsible is ambushed and the settlers massacred while he is away, he is accused of abandoning them to save his own skin. To prove his innocence takes several reels of heroic struggle. A playing down of violence throughout the story and a surplus of "good" characters over "bad" are positive values in an otherwise typical western. Cast: Audie Murphy, Chill Wills, Lori Nelson.

Family	12-15	8-12
Western fans	Good	Good

### FAMILY

*Suitable for children if accompanied by adults*

**Calamity Jane**—Warner Brothers. Direction, David Butler. A musical in which Doris Day leaps exuberantly around in the role of Calamity Jane, "the wildest woman of the Wild West." The story has to do with her rash promise to her friends at the Golden Garter to ride all the way to Chicago and bring back a famous actress to play in Deadwood. Vigorous dancing and singing, elaborately furnished western settings, spanking bright Technicolor, and pretty Doris Day, supported by a good cast, make this a brash, cheerful, though unimportant film.

Family	12-15	8-12
Doris Day fans	Entertaining	Yes

**Crazy Legs, All-American**—Republic. Direction, Francis D. Lyon. "Crazy Legs" Hirsch, nationally known football star, plays himself in this innocuous biography. The film is given suspense by the numerous scenes of exciting games in which he stars—from his freshman days at Wisconsin to his recent years as a professional for the Rams. Lloyd Nolan plays the sympathetic high school coach who remains a helpful personal friend. Cast: Elroy Hirsch, Lloyd Nolan, Joan Vohs.

Family	12-15	8-12
Football fans	Football fans	Yes

**Gilbert and Sullivan**—Lopert Films. Direction, Sidney Gilliat. Gaiety, verve, and charm characterize the excerpts from Gilbert and Sullivan operettas presented with color and freshness by the D'Oyly Carte Company in this picture about their creators. A film biography, necessarily sketchy, is difficult to produce. This story of W. S. Gilbert and Arthur Sullivan and their friend and producer, D'Oyly Carte, is further complicated by the need to keep it as light-hearted as are the many lively passages from their operettas, yet also give dignity to the characterizations of the men. Against beautiful settings of the Victorian Age, the temperaments, quarrels, and close friendship of composer and librettist are sympathetically if superficially shown. Maurice Evans plays Sullivan, a man who feels he was created for better things but enjoys his potboiling, and Robert Morley portrays the slightly pompous Gilbert, a very serious funny man. Cast: Robert Morley, Maurice Evans, Martyn Green.

Family	12-15	8-12
Delightful	Delightful	Yes

**Little Fugitive**—Joseph Burstyn. Direction, Ray Ashley, Morris Engel, Ruth Orkin. An unusual and captivating study of a small boy's adventures at Coney Island. Frightened by a cruel prank played upon him by his older brother and his pals, the

child runs away from his Brooklyn home and takes a subway to the amusement park. Clear, luminous photography depicts his moods—grave, determined, wistful, eager. He tries out all the attractions, finally settling for the ponies. When his money is gone, he ransacks the sands for pop bottles. Great credit must go to the skill of the photographer and patience of the directors, for Richie Andrusco is not a professional actor. After months of searching, the directors found him at Coney Island riding a wooden carousel horse. As a story, particularly in the



The glee of a small boy on a carousel. Richie Andrusco as Joey in *Little Fugitive*.

building up of relationships between brother and brother and mother and sons, the film seems somewhat amateurish and stilted. However, the sheer enjoyment of watching valiant, endearing little Joey through the perceptive eyes of a camera artist is reward enough. Cast: Richie Andrusco, Rickie Brewster, Winifred Cushing.

Family	12-15	8-12
Excellent of its type	Good	Yes

**Louisiana Territory**—RKO. Direction, Harry W. Smith. Commemorating the sesquicentennial anniversary of the Louisiana Purchase, this feature-length documentary briefly dramatizes the act itself. The film then goes on to give a modern over-all picture of the great area thus acquired, from Minneapolis and Mount Rushmore through the Kansas wheatfields and St. Louis down to New Orleans. We learn that Robert Livingston, chief signer of the historic document, was coerced by Napoleon Bonaparte into completing a purchase not fully sanctioned by the United States government. An overwhelming belief in his country's future growth caused him to sign, though afterward he had grave doubts. The figure of Livingston is seen traveling forward in spirit, happily looking over the vast modern development of the territory—his doubts resolved and his judgment vindicated.

Family	12-15	8-12
Fair	Fair	Rather long

**Sea of Lost Ships**—Republic. Direction, Joseph Kane. The traditional courage and gallantry of the Coast Guard is illustrated in this simple, almost schoolboy tale of the disagreement of two foster brothers in the service, one an officer and the other an enlisted man. Heroic episodes, such as training cadets climbing the masts of an old-fashioned sailing vessel in a



heavy sea, provide thrills and bring increased respect for this branch of the service. A good cast enlivens an amateurish story. Cast: John Derek, Wanda Hendrix, Walter Brennan.

Family 12-15 8-12  
Good of its type Good Good

**Song of the Land**—United Artists. Direction, Henry S. Kesler. An unevenly produced documentary with some fascinating scenes of bird and animal life. Possibly these particular episodes would have been better as a two- or three-reel documentary, like Disney's fine nature films, instead of a full-length feature. The picture, however, is well worth seeing for the brilliant, painstaking photography of naturalists Ed H. Harrison and Frances Roberts.

Family 12-15 8-12  
Interesting Interesting Yes

**Walking My Baby Back Home**—Universal-International. Direction, Lloyd Bacon. A light-hearted if not too imaginative musical comedy is given sparkle by the amiable personality and assorted talents of Donald O'Connor. He plays the son of a wealthy Social Register family, who is slated to inherit \$100,000 if he follows an operatic career. The young man, however, is determined to make good with the dance band he assembled while serving in the Army. Janet Leigh does not measure up to Mr. O'Connor in grace and skill. Cast: Donald O'Connor, Janet Leigh.

Family 12-15 8-12  
O'Connor fans Entertaining Possibly

## ADULTS AND YOUNG PEOPLE

**All the Brothers Were Valiant**—MGM. Direction, Richard Thorpe. A rousing tale of the sea, based on Ben Ames Williams' story of whaling in the 1800's, rides the crest in production values. Except for several fine whaling episodes, however, the story line hews to conventional violence-packed melodrama. Robert Taylor is rather wooden as the ship captain who seeks his long-lost brother in the Gilbert Islands. Stewart Granger makes the latter an attractive weakling. Cast: Robert Taylor, Stewart Granger.

Adults 15-18 12-15  
Mediocre Poor No

**The Captain's Paradise**—London Films. Direction, Anthony Kimmins. Though not quite as attractive or gay as Alec Guinness' recent films, this late sparkle with his magic. A captain who owns a packet boat plying between Gibraltar and Kalik, North Africa, has a wife in each port. The Gibraltar wife is industrious, a good cook and seamstress, and apparently desires no stronger excitement than a band concert and a nightly cup of cocoa. When he is with her our hero is the conventional British husband, stodgy and undemonstrative. With his wife in Kalik, however—a hot-blooded and beautiful Moroccan who can perform a flamenco dance with the best of them—the captain is a man of the world, a carousing Casanova. Cast: Alec Guinness, Celia Johnson, Yvonne deCarlo.

Adults 15-18 12-15  
Entertaining Entertaining Mature

**Decameron Nights**—RKO. Direction, Hugo Fregonese. Sumptuous mediaeval settings and costumes, all in color, add a fairy-tale quality to three, self-conscious stories cautiously based on Boccaccio's more robust tales. The famous storyteller, along with others, is hiding at the villa of Lady Fiametta while an enemy occupies Florence. To win her favor as well as pass the time he tells the tale of "Paganino the Pirate," about the trickery of a young wife who would rid herself of a greedy old husband and marry a pirate. Lady Fiametta disapproves and herself tells a story, "Wages of Virtue," to show that a young wife may love her husband, even when he orders her to be killed. Boccaccio counters with a third husband-and-wife tale. Louis Jourdain gives a graceful performance as Boccaccio and the heroes of the stories. Joan Fontaine is coy and rather uncomfortable as Lady Fiametta and the three heroines. Cast: Louis Jourdain, Joan Fontaine.

Adults 15-18 12-15  
Matter of taste Poor No

**Donovan's Brain**—United Artists. Direction, Felix Feist. Lew Ayres adds a false dignity to a "science" thriller of the comic-book variety. A young California scientist, who has had great success in keeping animal tissue alive, steals the brain of a ruthless tycoon who has been killed in a railroad accident and through laboratory mumbo jumbo keeps it alive. Scenes intended to be menacing or weird are distasteful instead. Cast: Lew Ayres, Nancy Davis.

Adults 15-18 12-15  
Mediocre Mediocre Poor

**El Paso Stampede**—Republic. Direction, Harry Keller. Routine

Rocky Lane melodrama in which the western hero plays a United States agent who seeks to bring to justice a gang of cattle rustlers. Cast: Allen "Rocky" Lane, Eddie Waller.

Adults 15-18 12-15  
Routine Western fans Western fans

**Flight to Tangiers**—Paramount. Direction, Charles Marquis Warren. A slick, gangster type of spy melodrama laid in the international city of Tangiers and the surrounding countryside. Jack Palance, Joan Fontaine, and Corinne Calvet lend their varied talents to the confused proceedings (which include, it is said, one of the longest chases ever recorded by the camera). As long as we try to cooperate with both unfriendly and friendly countries in the United Nations, it seems unfortunate that sensational adventure stories such as this seem to take it for granted that we are on the verge of war. Cast: Joan Fontaine, Jack Palance, Corinne Calvet.

Adults 15-18 12-15  
Poor Poor No

**The Glass Web**—Universal-International. Direction, Jack Arnold. During a television show, *Crime of the Week*, a blackmailing actress is found strangled. Two of the men in her life, research director Edward G. Robinson and writer John Forsythe, have the job of writing a script about the crime. More interesting than the shoddy melodrama are glimpses of the technicalities of television production. A 3-D film. Cast: Edward G. Robinson, Kathleen Hughes, John Forsythe.

Adults 15-18 12-15  
Fair Mature No

**Gun Fury**—Columbia. Direction, Raoul Walsh. As in many other westerns the grandeur of the great Southwest contrasts ironically with a cheap, violent story. Although 3-D is still far from technically perfect, in this instance the added dimension enhances the natural pageantry of desert, rocky canyons, and sky. The "hero" of this western (the moral standards of both hero and villain are confusing) is a Civil War veteran whose sweetheart is stolen by a lawless southerner. Cast: Rock Hudson, Donna Reed.

Adults 15-18 12-15  
Western fans Poor No

**Island in the Sky**—Warner Brothers. Direction, William A. Wellman. A tense, suspense-filled melodrama, heightened by an almost documentary type of realism, explores the possibilities of what may happen when a plane and its crew are lost in the frozen wastes of northern Canada. The film is possibly overlong, but the direction is perceptive and the acting excellent. Cast: John Wayne, Walter Abel.

Adults 15-18 12-15  
Excellent of its type Good Tense

**Kiss Me, Kate**—MGM. Direction, George Sidney. This spirited screening of the Broadway musical comedy is rich with handsome settings, clever songs, two personable, full-voiced principals, Kathryn Grayson and Howard Keel, and a host of talented supporting players. The show-within-a-show formula is at its most effective here as the off-stage fight and reconciliation of two musical comedy stars are wittily underscored by excerpts from a musical version of the *Taming of the Shrew*. These latter scenes, with their elegant sixteenth-century costumes and their vibrant color, have some of the qualities of Italian paintings of the period. Ann Miller contributes some boisterous high-stepping as Bianca, and Keenan Wynn and James Whitmore create some rib-tickling moments as a pair of thugs forced to make a bewildered acquaintance with Shakespeare. Cast: Kathryn Grayson, Howard Keel, Ann Miller, Keenan Wynn, James Whitmore.

Adults 15-18 12-15  
Amusing Amusing Yes

**A Lion Is in the Streets**—Warner Brothers. Director, Raoul Walsh. A frenzied melodrama, based on the novel of the same title, about the growth of demagoguery and the frightening power that demonic spellbinders exert on passive citizens. What the picture lacks in discrimination it strives to make up for in feverish emotional appeal. Director Walsh, overriding crude and preposterous elements in the plot, develops innumerable scenes of hysterical power. The theme, stridently as it is expressed, is still fearful to contemplate. Cast: James Cagney, Barbara Hale.

Adults 15-18 12-15  
Fair of its type Fair of its type Tense

**Mogambo**—MGM. Direction, John Ford. Lively, lavishly produced hokum played against occasionally magnificent African settings. An older, still attractive Clark Gable is somewhat constrained and self-conscious in the rugged he-man role he created in his more exuberant youthful days. Ava Gardner throws herself with zest into the role of wisecracking and predatory play girl, and Grace Kelly holds her own as third

member of the triangle. Director John Ford's artistic talents are briefly expressed in shots of wild animals and scenes of native life beautifully photographed in color. Cast: Clark Gable, Ava Gardner, Grace Kelly.

Adults 15-18 12-15  
Entertaining of its type Entertaining of its type Yes

**Murder on Monday**—Mayer Kingsley Production. Direction, Ralph Richardson. This well-produced murder mystery considers the case of David Preston, who lives a comfortable, routine existence as a bank clerk until the day he fails to appear for twenty-four hours. A murder and theft have been committed, and he is implicated, having apparently lost his memory during this time. The superb acting of Mr. Richardson makes us feel the dilemma of a man of integrity driven to the conclusion that he could have been guilty of a deed utterly repugnant to him, thus betraying the standards by which he lives. Cast: Ralph Richardson, Margaret Leighton.

Adults 15-18 12-15  
Excellent Pleasantly absorbing Yes

**The Overcoat**—Italian Film Export. Direction, Albert Lattuada. The ingratiating acting of Renato Rascel in this Italian version of Gogol's classic satire, makes a humble clerk truly come alive. We understand his longing for a warm coat, the confidence its miraculous possession gives, the agony of its loss. At times this wistful portrayal of a little man buffeted by fate reminds us of the younger Chaplin. The ending is unfortunately sentimentalized. Cast: Renato Rascel, Yvonne Sanson.

Adults 15-18 12-15  
Interesting Possibly Mature

**Miss Robinson Crusoe**—20th Century-Fox. Direction, Eugene Frenke. Shipwrecked under the same circumstances as the original Crusoe, a lush, red-haired girl finds a female Friday and also—after fighting her way through an improbable jungle—a handsome Englishman. Production values, acting and direction are inept in a lurid, synthetic melodrama. Cast: Amanda Blake, George Hadar, Rosalind Hayes.

Adults 15-18 12-15  
Poor Poor Poor

**Saber Jet**—United Artists. Direction, Louis King. Like a school of flying fish the saber jets dart through Japanese skies in the Korean War. On the ground the gallant wives of the fliers wait fearfully for their safe return. Color photography is magnificent in the flight pictures, but the story is undistinguished. Cast: Robert Stack, Coleen Gray.

Adults 15-18 12-15  
Fair Fair Yes

**So Big**—Warner Brothers. Direction, Robert Wise. The new screen adaptation of Edna Ferber's popular novel seldom rises above illustrative synopsis. As a kind of compensation, a too obvious emphasis is placed on inspirational themes—that beauty can be found everywhere and true growth can only be achieved by the creative spirit. The gray, joyless photography is keyed only to one aspect—the pathetic beauty of noble, long-suffering endurance. Jane Wyman suffuses her characterization of Selena with a delicate, saintly goodness (similar to the role created in the *Blue Veil*). A good cast suffers under a similar handicap of oversimplification. Cast: Jane Wyman, Sterling Hayden, Nancy Olson, Steve Forrest.

Adults 15-18 12-15  
Jane Wyman fans Jane Wyman fans Yes

**Torch Song**—MGM. Direction, Charles Walters. A glossy musical in which Joan Crawford plays the role of an arrogant singing and dancing star, overhearing to her blind accompanist, who nevertheless discerns the woman beneath the shrew. Miss Crawford dances well and looks stunning. The direction is expert. Cast: Joan Crawford, Michael Wilding, Marjorie Rameau.

Adults 15-18 12-15  
Entertaining of its kind Yes Yes

**Trent's Last Case**—Republic. Direction, Herbert Wilcox. A smooth, rather old-fashioned English detective story that emphasizes mystery instead of violence. An amateur detective disagrees with a court verdict of suicide in the case of a financier found shot to death on the grounds of his estate and proceeds to make his own investigations. Cast: Orson Welles, Michael Wilding, Margaret Lockwood.

Adults 15-18 12-15  
Good detective story Good Yes

**The Veils of Baghdad**—Universal-International. Direction, George Sherman. This "eastern" illustrates the increasing mechanization of *Arabian Nights* tales. Opulent settings, burlesque-type dancing girls, violence, cheap dialogue with modern wisecracks, and a characterless plot show the marks of the assembly line. Cast: Victor Mature, Mari Blanchard.

Adults 15-18 12-15  
Poor Poor Poor

# PX



Dear Editor:

The November number of *National Parent-Teacher* is such a chest of gold that I would like to distribute copies to all the people with whom I talk and urge them to read every word inside the two covers. Each issue is worth anyone's time, but the November issue surpasses them all. "It Takes Time" should be read again and again lest one thought be missed. It is a heart-warming and mind-stirring contribution to the public.

MRS. R. E. PELFREY  
Director, Region Three,

West Virginia Congress of Parents and Teachers, Inc.  
Spencer, West Virginia

Dear Editor:

Your book condensations have both held me spellbound. Since I left teaching, my days have been taken up completely with three small youngsters, a busy husband, and a large house. It's truly exhilarating to find material of such interest to me in your already stimulating magazine.

More, please!  
MRS. GORDON F. ANDERSON  
Sidney, Illinois

Dear Editor:

Our town—one of some 6,000 population—is like many others so far as overcrowding in the schools is concerned. We are hoping to do something about it this year. The fact that the *National Parent-Teacher* will be in many homes (not enough, but better than last year) should be a very real help to the town fathers. A discussion such as "Financing Our Schools" in your October issue reveals the problem as a basic one and is not so likely to be confused with personalities as if the problem were presented from the local level first.

MRS. R. J. POWELL  
President, Warrensburg District  
Missouri Congress of Parents and Teachers  
Clinton, Missouri

Dear Editor:

Let's have more book condensations if they measure up to "It Takes Time."

We enjoy reading each *National Parent-Teacher*, but the November issue is "tops."

MRS. WILBUR FATKA  
Anita, Iowa

Dear Editor:

I am a teacher of a number of years of experience and have just read the condensation of the book "It Takes Time."

I would like to thank you for publishing this condensation in your magazine. I think it will be an inspiration to teachers and parents and help both to appreciate the responsibilities a good teacher must accept if she is to meet the needs of boys and girls with whom she comes in contact.

As a matter of fact, I would like to add that I feel your American Education Week issue is unusually fine. The "101 Questions" will, I believe, serve a very worthy cause.

CATHARINE I. RHODES  
Assistant Superintendent of Schools  
Mount Vernon, New York

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